DOCUMENT RESUME

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IDENTIFIERS	Educational Information; *ERIC

ABSTRACT

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 239 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1987. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1987) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, author, and institution are provided. The 533 ERIC Digests produced by the clearinghouses through 1987 are also listed. Formerly called Fact Sheets or Short Reports, these short user-oriented reference sheets are arranged by clearinghouse. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided, as well as a form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service. (CGD)

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ED295685

IR052409

ERIC®

CLEARINGHOUSE PUBLICATIONS

1987

Educational Resources Information Center

ERIC® Clearinghouse Publications

1987

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses
January–December 1987

April 1988

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Bethesda, Maryland

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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,200 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,400 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the eighteenth bibliography in the series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHIES	PAGES	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-246 919	52 p.	Jan-Dec 1983	117
ED-261 711	61 p.	Jan-Dec 1984	142
ED-271 125	62 p.	Jan-Dec 1985	176
ED-283 535	89 p.	Jan-Dec 1986	229
ED-	p.	Jan-Dec 1987	239
		TOTAL (1968–1987)	4919

This bibliography covers the calendar year period from January through December 1986. It lists a total of 239 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education (RIE).*

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g. ED 123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials see the back of this publication.

ERIC CLEARINGHOUSE PUBLICATIONS*

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1987)

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY 1968	FY 1969	FY 1970	FY 1971	FY 1972	FY 1973	FY 1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	JAN-DEC 1985	JAN-DEC 1986	JAN-DEC 1987	TOTALS
AC	Adult Education	24	16	20	28	20	16													124
AL	Linguistics	2	7	11	11															31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	9	8	7	6	14	12	20	150
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	227
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	5	15	20	16	15	258
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	423
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	476
EF	Educational Facilities	1	19	16																36
EM	Educational Media and Technology	7	8	11	8	14	16													64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	253
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	299
IR	Information Resources							30	47	8	12	6	4	14	5	9	20	11	14	180
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	361
LI	Library and Information Sciences		2	7	9	14	8													40
PS	Elementary and Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	275
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	231
RE	Reading	16	19	15	9	5														64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	390
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	171
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	241
TE	Teaching of English	3	7	32	24	26														92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	125
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	250
VT	Vocational and Technical Education	11	18	30	39	42	18													158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229**	239	4919

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*i.e. Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.

**Digests (2 page publications) routinely included in RIE for first time in 1986.

SAMPLE RIE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first)

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

Page
CE —Adult, Career, and Vocational Education...... 1
CG —Counseling and Personnel Services.......... 5
CS —Reading and Communication Skills.......... 6
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SO —Social Studies/Social Science Education.... 32
SP —Teacher Education.......................... 35
TM —Tests, Measurement, and Evaluation......... 37
UD —Urban Education............................ 38

CE

ED 272 699 CE 044 795
Kerka, Sandra
On Second Thought: Using New Cognitive Research in Vocational Education. Overview. ERIC Digest No. 53.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Educational Needs, Educational Research, *Learning Strategies, *Problem Solving, *Psychological Studies, Research Utilization, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Recent advances in cognitive psychology provide insights into thinking processes and learning behavior that can help teachers prepare students for the demands of the workplace. Studies of successful students have found that the depth of their information processing is directly related to the quality of their learning outcomes. That is, more successful students classify, compare, contrast, analyze, and synthesize information with the goal of comprehension rather than memorization. The importance of individual cognitive differences suggests that students should be taught the cognitive processes or strategies that contribute to successful performance. Therefore, the content of vocational education needs to be expanded to include problem-solving, self-monitoring, and learning skills. Vocational education should teach an integrated knowledge base of generic core concepts, procedures, pattern recognition, and specific vocational skills. Vocational educators can accomplish this by specifying cognitive skills as explicit goals or objectives; combining direct, indirect, and introspective instructional strategies; integrating strategies to help students learn by rule, discovery, and reflection; and serving as mediators for students as they think about thinking and the successful and unsuccessful thinking processes that they use. Curriculum planners should bear these same concerns in mind when developing learning and problem-solving strategies for curriculum components and selecting curriculum materials. (MN)

ED 272 700 CE 044 796
Harrison, Cheryl
Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Students, Age Differences, *Behavior Problems, *Classroom Techniques, Developmental Stages, *Discipline, *Student Behavior, Student Characteristics, Student Needs, Young Adults
Identifiers—*Disruptive Behavior, ERIC Digests

Disruptive behavior, which can range from tardiness to violence against classmates or staff members, is a growing problem in adult basic education (ABE). Many feel that this is because ABE programs have begun serving young adults below the age of 18 who are quite different from their more mature classmates both psychologically and emotionally. Five basic techniques that ABE instructors can use to minimize classroom disruption in a positive manner are (1) communicating that the teacher is aware of everything occurring within the room; (2) demonstrating smoothness, both within a lesson and in transitions between lessons; (3) altering groups frequently and holding groups accountable for their own learning; (4) arousing challenges; and (5) providing seat work variety and challenge. The instructionally effective program is not only academically successful, but safe as well, and the key to an instructionally effective school is a committed, active leader. ABE programs can change in a way that limits disruptive student behavior. The commitment to change must be headed by a strong academic and disciplinary leader, and staff cooperation is vital. Even if age segregation of students is not deemed necessary, educators must still be sensitive to the different stages of adulthood and must learn how to address the distinctive concerns of each age group of adult students served by a particular program. (MN)

ED 272 701 CE 044 797
Imel, Susan
The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Career Development, *Career Planning, Educational Needs, Information Dissemination, Information Networks, *Learning Activities, Postsecondary Education, *Teacher Role
Identifiers—ERIC Digests

Because career development is a lifelong process, adults frequently need career planning assistance. The adult education classroom is a natural environment for individuals to seek and receive help with career planning. Given the heterogeneity of the adult population, the career development needs of adults vary widely. While many adults only need information in order to make career decisions, others need help in developing more positive self-images, increasing their ability to use resources, and improving their decision-making skills. Although many career development activities should be carried out in conjunction with a counselor, teachers may appropriately engage in activities that support or enhance adult career planning by (1) planning and providing appropriate instructional activities and (2) serving as a source of information about other career development and planning services. In the area of instruction, adult educators can provide attitudinal support and knowledge by including information and experiences that link educational activities to specific vocational or occupational tasks. Because teachers have ongoing contact with their students, they can play a key role in helping adults access and use career planning information and can also serve as "networkers" who provide links between adult career development and counseling services, both within the institution and the community. (MN)

ED 272 702 CE 044 798
Naylor, Michele
Family Influences on Employment and Education. Overview. ERIC Digest No. 56.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, *Career Development, *Educational Needs, *Family Influence, *Family Programs, Outcomes of Education, *Parent Education, Parent Role
Identifiers—ERIC Digests

Research indicates that the family has a great influence on a child's employment and educational decisions. Family-oriented career development programs are needed for several reasons. Parents indirectly increase their children's career options and career development by enhancing their own employability and career planning skills. Research documents the influence of parental role models; because children are generally in closer contact with parents or other family members than with anyone else, family members are in a good position to serve as resource persons for their children. A wide variety of family-oriented career development programs, each focusing on audience-specific needs, is required. Audience-specific programs could be designed to address the needs posed by the employment outlook in a given geographical area, a special need (such as limited English ability), or a given disability. Practitioners can respond to the need for family-oriented career education by developing a comprehensive plan for counselor interventions that revolves around helping young adults recognize the influence of family and increase their personal autonomy through a three-step exploration of self, educational/occupational information, and relationships with family and significant others. The parental role in the career development process should be a dual one that involves serving as a guide or resource person for one's own children and an advocate of increased career educational opportunities for all children. (MN)

ED 272 767 **CE 044 948**
Galbraith, Michael W. Gilley, Jerry W.
Professional Certification: Implications for Adult Education and HRD. Information Series No. 307.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—50p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN307, $6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Adult Educators, *Certification, *Credentials, Professional Associations, *Professional Development, *Professional Recognition, *Quality Control, Teacher Improvement

This paper defines professional certification as a voluntary process regulated by a profession to measure competencies possessed by its practitioners. A hierarchy of motives for certification is illustrated, and its importance for the fields of adult education and human resource development (HRD) is emphasized. The evolution of the concept of professionalization is presented from four perspectives: philosophical, nontraditional, characteristic, and developmental. Adult education and HRD's status as professions is examined, and the attempts of these fields to develop a fully accepted body of knowledge, a set of practitioner competencies, and a program of professional certification are described. The paper addresses such certification issues as type of administrative approach, identification and validation of competencies, evaluation criteria, grandfathering, recertification, and revocability. Also discussed are positive implications (enhancement of the profession, recognition and increased earning potential for practitioners, and standardization) and negative implications (fragmentation, financial and human costs, and legal difficulties). Finally, the following nine-stage model for developing a professional certification program is presented: (1) identification of purposes or motives, (2) identification of essential competencies, (3) establishment of procedures, (4) identification of prospective candidates, (5) response to identified issues, (6) establishment of criteria, (7) marketing of the program, (8) evaluation and modification of the program, and (9) remarketing of the program. A four-page list of references concludes the document. (SK)

ED 272 768 **CE 044 949**
Scanlan, Craig L.
Deterrents to Participation: An Adult Education Dilemma. Information Series No. 308.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—75p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN308, $7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Access to Education, *Adult Education, Demography, *Educational Attitudes, Individual Characteristics, Learning Motivation, *Participant Characteristics, *Participation, Psychological Characteristics

This monograph examines factors associated with adults' nonparticipation in organized learning. A deterrent to participation is defined as a reason contributing to an adult's decision not to engage in learning activities. First, existing models and theories that attempt to explain participation behavior are described. These include three recent approaches that attempted to combine dispositional, situational, and environmental factors into composite models of participation: Rubenson's Recruitment Paradigm, Cross' Chain-of-Response Model, and Darkenwald and Merriam's Psychosocial Interaction Model. The literature review explores the effect on participation of demographic and nondemographic variables. Because the research shows that these variables of and by themselves are not deterrents to participation, the monograph explores the evolution and refinement of the factors affecting educational participation and concludes that (1) "deterrents" is a multidimensional concept encompassing clusters of variables; (2) these variables are influenced by the prospective learners' perceptions of their magnitude; and (3) the impact of these variables on behavior varies according to individual characteristics and life circumstances. The last section addresses strategies to overcome these deterrents, including specific examples of successful approaches to stimulating participation, particularly among reentry women, the elderly, the educationally disadvantaged, and rural adults. A nine-page list of references concludes the document. (SK)

ED 272 769 **CE 044 950**
Sitlington, Patricia L.
Transition, Special Needs, and Vocational Education. Information Series No. 309.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—47p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN309, $5.25).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, Disadvantaged, *Education Work Relationship, *Employment Potential, *Job Skills, Resource Room Programs, Secondary Education, Special Classes, Special Education Teachers, *Transitional Programs, *Vocational Adjustment, Vocational Education, Vocational Education Teachers, Vocational Rehabilitation, Youth
Identifiers—Job Training Partnership Act 1982

Vocational education is an important component of the bridge leading from school to employment for special needs youth. Studies indicate that special needs youth are not being adequately prepared for work. Unemployment and underemployment of special needs youth seem to stem from three causes: lack of interpersonal skills, lack of job-related academic skills, and lack of specific vocational skills. Besides vocational education, the other major components of the school-to-work transition are special education, vocational rehabilitation, Job Training Partnership Act agencies, and developmental disabilities agencies. The services available from these agencies, together with information from studies on the employment preparation of special needs youth, should be carefully considered in determining the role of vocational education in the transition process. Suggested roles include (1) assisting with assessment of interests and skills; (2) providing a setting for occupational exploration; (3) assisting with basic academic skills instruction; (4) developing job-related interpersonal skills; (5) training in clusters of vocationally related skills; and (6) providing work experiences. Proposed program models for delivering instruction in interpersonal, basic academic, and specific vocational skills promote a comprehensive approach to address each skill area. Typical forms include a separate vocational special needs class, regular vocational classes with support materials, regular vocational classes with resource teachers, and regular vocational classes in cooperation with the special education classroom. A nine-page list of references concludes the document. (SK)

ED 272 770 **CE 044 951**
Wolford, Bruce I., Comp. And Others
Correctional Education: Perspectives on Programs for Adult Offenders. Information Series No. 310.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—69p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN310, $7.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Education, *Correctional Education, *Correctional Institutions, *Correctional Rehabilitation, *Delinquent Rehabilitation, Human Services, Learning Disabilities, Legal Responsibility, Postsecondary Education, *Prisoners, Recidivism, *Vocational Rehabilitation

The chapters of this monograph review some of the major concerns in correctional education. In "Observations on Correctional Education," Bruce I. Wolford sketches some of the problems hampering correctional educators, particularly the difficulties of serving the large illiterate and functionally illiterate populations. Osa D. Coffey's chapter on "Trends in the Administration of Correctional Education" focuses on the state adult correctional systems and various administrative models, especially the correctional school district model. Five crucial factors in effective programs are identified. "Equity and Legal Issues in Correctional Education" by Paul Moke discusses inmates' right to treatment, freedom from illegal conditions of confinement, equity for females, educational access for special populations, and constitutional and statutory duties of correctional educators. In "The Learning Handicapped Adult Offender," Robert B. Rutherford, Jr., and C. Michael Nelson address the legal mandate for serving this population, prevalence of handicapping conditions, and components of effective programs. In the fourth chapter, John W. Waidley focuses on "Vocational Education, Industries, and Career Education in Corrections." Societal beliefs regarding work and its ability to "cure" criminals and prevent recidivism are examined. Finally, "Postsecondary Correctional Education" by John F. Littlefield investigates the relatively new development of postsecondary programs for incarcerated populations. An eight-page list of references concludes the document. (SK)

ED 272 771 **CE 044 952**
Kadamus, James A. Daggett, Willard R.
New Directions for Vocational Education at the Secondary Level. Information Series No. 311.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—56p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN311, $6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, *Educational Improvement, *Educational Quality, Institutional Role, Relevance (Education), *Role of

Education, Secondary Education, *Secondary School Curriculum, State Curriculum Guides, State Standards, *Vocational Education

Identifiers—*New York

This paper describes the technological, economic, demographic, and societal changes occurring in the United States, highlighting those trends particularly affecting vocational education, such as the increase in service and information occupations, the changing composition of the work force, and increased international competition. The paper next reviews recent national reports on education, focusing on what these reports say about vocational education. Because vocational education's traditional role no longer appears viable, a new role is proposed–the development of balanced occupational programs that enable students to acquire broad, transferable skills for employment and personal use. The modifications this will require in vocational institutions are outlined. The remainder of this paper describes one approach to this new mission–New York State's restructured secondary vocational curriculum. Discussed first is the process whereby the new diploma requirements and occupational education sequences were developed. Detailed descriptions of the new program include foundations in grades K-6, programs in grades 9 through 12, and occupationally related courses for general education credit. The descriptions include key skills and competencies, scheduling options, sequence requirements, and discussion of state standards and modifications in teacher education. The paper concludes with a list of items that must be included in a new agenda for vocational education. (SK)

ED 272 772 CE 044 953

Groff, Warren H.

Perspectives on the Education and Training System of the Future. Information Series No. 312.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0011

Note—44p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN312, $5.25).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Economic Factors, Educational Demand, *Educational Trends, *Futures (of Society), Holistic Approach, Labor Turnover, *Long Range Planning, Outcomes of Education, Social Indicators, Teacher Education, Teacher Recruitment, *Teacher Supply and Demand, Technological Advancement, *Vocational Education

The mission of vocational education has always been to provide a skilled work force for society. As society and work evolve through the influence of demographic, social, economic, technological, and political changes, the essential purposes of vocational education must be made appropriate for the emerging advanced technical society. To devise scenarios for creating preferred alternative futures, a combination of three perspectives can be used. The futuristic perspective involves assessing society and work by forecasting what can be, what is likely to be, and what should be. In the holistic perspective, an audit of current conditions considers the implications of a global economy, international competition, and scientific advances for vocational education. The outcomes perspective is derived from research on outcomes of education that yields new criteria for evaluation of education and training. From these perspectives, alternatives can be developed involving increased or diminished emphasis on vocational education. Staffing the education and training system of the future thus revolves around such issues as vocational teacher supply and demand, recruitment, and retention. The transition to an advanced technical society necessitates the redesign of the education and training system through (1) policy targeted at research and human resource development, (2) leadership that can implement the concepts of strategic planning to create visions and preferred scenarios, and (3) cooperation of a broad range of institutions and education and training providers in the realization of these visions. A five-page list of references concludes the document. (SK)

ED 272 773 CE 044 954

Redick, Sharon S. And Others

Home Economics Education: A Review and Synthesis of the Research, Fifth Edition. Information Series No. 313.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0011

Note—65p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN313, $7.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Consumer Education, Curriculum Development, Elementary Secondary Education, *Family Life Education, *Home Economics, *Home Economics Education, *Home Economics Teachers, Instructional Improvement, *Occupational Home Economics, Postsecondary Education, Program Administration, Program Evaluation, Student Characteristics, Student Needs, Supervision, Teacher Education, Teacher Role

This fifth edition of a review and synthesis of research in home economics education covers the period from 1979 through 1985. The review covers research found in the ERIC database, the Comprehensive Dissertation Index, and professional journals, as well as from solicitations to the field. Criteria for selection include validity and reliability of measurement, appropriate observation and analysis, quality of sampling design and sample response rate, innovative or interdisciplinary approach, and critical or emerging subject matter. This publication covers the following aspects of home economics education: (1) administration (supervisory practices, enrollment and recruitment, and public relations, perceptions, and image); (2) professional roles; (3) needs and characteristics of learners; (4) curriculum (nature, content, and structure; factors affecting content and design); (5) instruction (higher education, consumer and homemaking, and occupational home economics); (6) evaluation, including instrument development; (7) entrepreneurship; and (8) recommendations for further research. A summary highlights future directions for home economics education. An extensive bibliography of the cited studies concludes the document. A 20-page list of references concludes the document. (SK)

ED 275 887 CE 045 497

Naylor, Michele

Granting Academic Credit for Vocational Education. Overview. ERIC Digest No. 57.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0011

Note—3p.; Small print may affect legibility of document.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Articulation (Education), Associate Degrees, *Basic Skills, Cooperative Planning, Cooperative Programs, *Credits, *Fused Curriculum, *Graduation Requirements, Postsecondary Education, Secondary Education, Statewide Planning, *Student Certification, Team Teaching, Two Year Colleges, *Vocational Education

Identifiers—ERIC Digests, Great Oaks Joint Vocational School District OH, New York, Virginia

As more states increase the number of credits required for high school graduation, progressively less time is being left for vocational education. To address this problem, many school districts and states are beginning to formulate policies for granting academic credit for basic skills training provided in vocational classrooms. As of 1985, 11 states had a policy of allowing vocational credit to be counted in lieu of science or mathematics, and 16 states gave local school districts jurisdiction over course credit approval. Only three states had policies prohibiting credit allowance for occupational/technical subjects as a substitute for math, science, or other required subjects. Under the New York State Regents Action Plan, state-developed vocational syllabi may be used for credit courses in occupationally related math and science. Virginia's 20-credit hour diploma provides an option whereby completion of a 300-hour instructional sequence in most vocational specialties counts as fulfillment of the state's requirement that high school graduates complete two years of science and two of math. The Great Oaks Joint Vocational District in Cincinnati, Ohio, offers five vocational programs in which vocational and academic subject matter specialists coordinate basic skills and vocational instruction in 3-hour instructional blocks. The 2 + 2 Tech-Prep Associate Degree Program provides for a closely coordinated course of technical study during the last two years of high school and first two years of college. (MN)

ED 275 888 CE 045 498

Imel, Susan

Correctional Education: Selected Aspects. Overview. ERIC Digest No. 58.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0011

Note—3p.; Small print may affect legibility of document.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Programs, *Correctional Education, *Disabilities, Educational Needs, Educational Opportunities, *Equal Education, *Legal Responsibility, Postsecondary Education, *Program Administration, Program Development, Recidivism, Rehabilitation Programs, School Role, Special Education, Statewide Planning, *Vocational Education

Identifiers—ERIC Digests

Correctional education is a generic term describing a wide range of educational activities that take place in institutional and community settings. In 1986, 37 states and the District of Columbia provided correctional education to incarcerated adults directly through state departments of corrections. In addition, several states have created alternative administrative structures to address problems associated with traditional delivery of correctional education such as lack of funding, community resources, coordination with and support from other state agencies, adequately trained staff, and coordination with other educational institutions. During the past 15 years, extensive litigation in the U.S. correctional system has affected correctional education. This is particularly true in the areas of inmates' rights to education and parity for female offenders. Although the prevalence of handicaps among incarcerated juvenile offenders has been studied extensively, little research has been done in the area of the extent of learning disabilities among adult offenders. Although it is a new area, a program combining special educational with appropriate transitional and aftercare services in the context of complex multiagency planning and service delivery gives evidence of substantially reducing habitual patterns of criminal behavior. Because it teaches skills that inmates can use to gain employment after release, vocational education is also important in reducing recidivism. Another new and promising area of service delivery is that of postsecondary correctional education. (MN)

ED 275 889 CE 045 499

Kerka, Sandra

Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 59.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0011

Note—3p.; Small print may affect legibility of document.

Pub Type—Reports - Research (143)—Information Analysis - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Adult Education, Change Strategies, Educationally Disadvantaged, Females, *Individual Needs, *Marketing, Models, Older Adults, *Participant Characteristics, *Participation, Postsecondary Education, Reentry Students, Research Design, Rural Areas,

Rural Education
Identifiers—ERIC Digests, *Special Needs Students

Changing socioeconomic, cultural, and demographic forces have caused educational nonparticipation among adults to be treated as a social issue. Recent research has attempted to combine dispositional, situational, and environmental factors into composite models of participation. These models have suggested the following categories of deterrence factors: individual, family, or home-related problems; cost concerns; questionable available educational opportunities, negative perceptions of the value of education in general, lack of motivation and/or self-confidence, a general tendency toward nonaffiliation, and incompatibilities of time and/or place. These deterrents can be addressed by providing educational opportunities with low levels of risk or threat, administrative accommodation (such as alternative scheduling or extended hours for counseling), and effective communication of timely and appropriate information about educational opportunities targeted to the needs and concerns of various special needs audiences. Traditional marketing concepts can also be used to reach hard-to-reach learners. These include (1) a market analysis assessing market segmentation, clientele, and competition and (2) a program orchestration effort establishing an appropriate marketing mix of price, product, place, promotion, and partners. (This digest includes specific strategies for addressing the special needs of reentry women, elderly individuals, educationally disadvantaged persons, and rural adults.) (MN)

ED 282 085 CE 047 340
Howard, Walter R.
Industry-Specific Training Programs. An Overview. Information Series No. 314.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—36p.
Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN314–$4.75).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, Economic Development, Educational Needs, *Industrial Training, *Job Training, Labor Force Development, *Marketing, Material Development, *Program Design, *Program Development, Trade and Industrial Education

For those individuals wishing to know more about the topic, this publication provides an introduction to industry-specific training. The need for industry-specific training programs (ISTPs) is addressed. An overview follows of how to develop the capacity needed in state and local organizations to design and implement industry-specific programs. A section on marketing outlines some factors that training providers should consider in developing a marketing plan. The next section relates the elements of program design to ISTPs. It enumerates the characteristics of good programs and focuses on tailoring program design elements to ISTPs. Barriers to program development are also identified. A discussion of trends in industry-specific training concludes the paper. An annotated list of resources describes sources of further information about ISTPs. (YLB)

ED 282 091 CE 047 359
Ament, Rebecca R.
Collaboration in Adult Education. Overview. ERIC Digest No. 60.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Agency Cooperation, Consortia, Cooperative Planning, *Cooperative Programs, *Educational Cooperation, Educational Planning, *Institutional Cooperation, Postsecondary Education, *Program Development, *School Business Relationship
Identifiers—ERIC Digests

Current issues are complex and funding is difficult to obtain as adult education providers try to meet the needs of the community, business, and industry; therefore, collaboration can be very advantageous. Information, ideas, and resources can be pooled, and duplication and harmful competition can be avoided. Four factors that are important for successful relationships are reciprocity in giving and receiving resources, system openness, trust and commitment, and flexible structure. Administrators who can identify bargaining power in their resources and who can recognize needed resources contributed by outsiders, who are willing to serve on outside committees, who have skills in human relations, and who are attentive to the details of planning and organization contribute to collaborative relationships. Several authors have suggested the following strategies for developing productive collaborative relationships: (1) identify and clearly state specific purposes for desiring a collaborative relationship; (2) develop objective criteria for selecting partners; (3) locate possible partners; (4) negotiate specific written agreements; (5) consider all ideas so that final decisions will be fully supported; (6) determine communication mechanisms and use them frequently; (7) establish monitoring and evaluation procedures to correct problems; and (8) familiarize the staff of the participating organizations with the agreements. Some of the common types of collaborative arrangements in adult education are with business and industry, professional groups, and community economic development programs. (KC)

ED 282 092 CE 047 360
Naylor, Michele
Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ethics, *Marketing, Program Development, Secondary Education, *Student Recruitment, *Vocational Education, *Vocational Schools
Identifiers—ERIC Digests

Vocational education has suffered enrollment problems simply because there are fewer students today than a few years ago. Other factors that have hurt vocational enrollments include recent efforts to increase the number of academic credits required for graduation, and in the case of area vocational-technical schools, negative attitudes toward vocational education on the part of sending school personnel. As a result, vocational educators must either reassess their existing marketing and recruitment strategies or develop such programs. Educational marketing and recruitment campaigns must not, however, be developed without a strong concern for the ethicality of all strategies used. Perhaps the easiest way to define ethical recruitment is to begin by examining what is unethical. Some college tactics that either approach or go beyond ethical bounds include gimmickry, deception, payment for enrollees, no-need scholarships, early deadlines, and overadmission. The key to successful recruiting is to strike a balance between vocational education's special service orientation and the need to address the problem of declining enrollments in an effective manner. Based on recruitment strategies found in Pennsylvania and Florida vocational education programs, the following principles of sound marketing are recommended: (1) research the market; (2) be visible; (3) be thorough; (4) be aggressive; (5) meet the competition head on; and (6) practice the fundamentals of good marketing. (KC)

ED 282 093 CE 047 361
Kerka, Sandra
Parents' Role in Transition for Handicapped Youth. Overview. ERIC Digest No. 62.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Career Exploration, *Daily Living Skills, *Disabilities, *Education Work Relationship, Individualized Education Programs, *Job Search Methods, Parent Influence, *Parent Role, Secondary Education, Skill Development
Identifiers—ERIC Digests

Parents have a major influence on their children's attitudes toward work and life. Handicapped youth, who have more difficulty than other youth in making the transition from school to work and adult life, have a special need for parental guidance. Parents can play key roles in transition, especially in the areas of career exploration, job search and survival, independent living skills, and collaboration with educators and other service providers. Parents can share some career exploration activities, such as identifying famous people who have achieved success despite their disabilities, learning about work site modification, and taking the adolescent to various businesses and pointing out the different jobs and their duties. In the area of job search and survival, parents can demonstrate the techniques of finding job leads, assist in the preparation of a resume, practice interviewing, and help develop good work habits. Parents can identify those independent living skills already gained as well as those that need to be developed in the areas of transportation, housing and home management, financial management, decision making, and interpersonal skills. Finally, parents can collaborate with educators in developing the student's Individualized Education Program and monitoring their child's progress in following it. In all of these transition areas, parents are important role models. Their children form opinions about the value of work, different careers, and self-worth from what they observe their parents saying and doing. The example parents present their children may be their most important role in the transition process. (KC)

ED 282 094 CE 047 362
Naylor, Michele
Reducing the Dropout Rate through Career and Vocational Education. Overview. ERIC Digest No. 63.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Dropout Prevention, Dropout Programs, *Dropout Research, Dropouts, Educational Improvement, *Program Effectiveness, *Program Improvement, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Students drop out of school because of a variety of family, economic, and racial factors that can be categorized as either alienation, lack of motivation, or disadvantage. The key to reducing the dropout rate is helping youth to overcome their sense of disconnection. Students with low motivation to attend school have shown improvement in school attendance and retention after participating in career education. However, casual vocational exploration is not enough; major concentration in a vocational program is more helpful in student retention. The vocational experiences that are most closely related to reducing the dropout rate include the following: (1) more systematic and intense efforts to identify and help potential dropouts before or at entry into vocational programs; (2) program activities to enhance school climate and reduce absenteeism, class-cutting, and drug and alcohol abuse; (3) activities to enhance parents' support; (4) more career exploration prior to high school; (5) improvement of transitions through a vocational program to direct dropout-prone students to job-specific skill training courses; (6) linking work-study experiences with students' programs and objectives; (7) alignment of work-study programs to students' overall school plans and goals; and (8) activities to increase dropout-prone students' participation in vocational programs and to enhance linkages between these programs and other school experiences. Examples of successful programs are given. (KC)

ED 282 095 CE 047 363
Naylor, Michele
Articulation between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC Digest No. 64.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *College Credits, Community Colleges, Postsecondary Education, Program Descriptions, Program Development, *Proprietary Schools, *Public Colleges, Secondary Education, *Transfer Policy, *Vocational Education, Vocational Schools
Identifiers—ERIC Digests

Although the benefits of articulation between secondary and postsecondary vocational programs are clear, progress in articulation between proprietary schools and secondary and/or postsecondary programs has been slow. The fundamental barrier to articulation between proprietary schools and postsecondary vocational education programs is faculty reluctance to be associated with a school that aims to make a profit. Besides faculty reluctance, the following present major barriers to articulation: communication breakdown, lack of enthusiasm, inability to sell the concept at the top level, leadership, staff elitism, and reluctance to change curriculum. Strategies for overcoming these barriers include arranging regularly scheduled meetings in the various schools, publishing a newsletter on the articulation effort, establishing an inservice meeting to disseminate information about the articulation effort, focusing on "students first," bringing in consultants, involving top personnel in planning, having representatives from both institutions on committees, and redesigning curricula at both schools. Three types of articulation are (1) private occupational schools that accept secondary vocational program graduates into their educational offerings, (2) cooperation between two or more proprietary schools, and (3) arrangements whereby graduates of proprietary schools are accepted into and continue their education at a community college or four-year school. This last type, transfer of credit, is the most common and is used in a variety of places. (KC)

CG

ED 277 937 CG 019 619
Pyle, K Richard
Group Career Counseling: Principles and Practices.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0014
Note—69p.
Available from—ERIC/CAPS, Room 2108, School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Counseling, *Career Development, *Counseling Techniques, *Counseling Theories, *Group Counseling, Prediction

Although group counseling is recognized as a needed and helpful approach, group counseling for enhancing career development has received little attention. This monograph provides information on group process, ideas, and techniques which have helped tie the principles of career development to group counseling. Chapter 1 defines group career counseling, develops a rationale, suggests guidelines for implementation, and provides an overview of programs and research. Chapter 2 describes group process, stages, goals, and skills in order to establish a strong knowledge base in the foundations of group career counseling. Chapter 3 provides a specific and detailed model of group career counseling as an example for counselors based on the principles described in the second chapter. Chapter 4 discusses future possibilities of group career counseling with proposed applications for schools, business and industry, and the community. A seven-page reference list is included. (ABL)

ED 279 914 CG 019 722
McFadden, Emily Jean
Counseling Abused Children.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—87
Contract—400-86-0014
Note—123p.
Available from—ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adolescents, *Child Abuse, Child Neglect, Children, *Counseling Techniques, Counselors, *Family Counseling, Family Problems, Group Counseling, *Parent Child Relationship, Sexual Abuse

This guide on counseling abused children was written to help counselors meet the needs of children and adolescents and to provide ways of working with the child's family. Chapter 1 presents an overview of child maltreatment by identifying types of maltreatment (neglect, physical abuse, sexual abuse and exploitation, and emotional abuse or neglect) and discussing concerns for the counselor. Chapter 2 describes approaches a counselor may use to identify and assess child maltreatment, including interviewing children, adolescents, and parents; identifying signs of maltreatment; recognizing parental indicators of the potential for maltreatment; and recognizing interactional indicators. Chapter 3 concerns reporting maltreatment and protecting the child. This chapter addresses the issues of confidentiality and liability and explains the investigation that may take place after a report is made. The fourth chapter discusses a team approach to counseling abused children and describes a comprehensive approach to helping families. Chapter 5 discusses counseling the individual child, chapter 6 describes counseling abused children in groups, and chapter 7 concerns counseling abusive parents. References and a list of resources for counselors are included. (NB)

ED 279 917 CG 019 725
Benjamin, Libby Walz, Garry R.
Counseling Students and Faculty for Stress Management.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—40p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Burnout, *College Faculty, *College Students, Counseling, Faculty College Relationship, Higher Education, Job Satisfaction, *Stress Management, *Stress Variables, Student Adjustment, Student Needs, *Teacher Student Relationship, Work Environment

This monograph was written to enhance the college or university faculty member's understanding of stress as it impacts upon both students and faculty, and to help faculty members cope with the stressors in their own lives and intervene with students to reduce stress. Stress is defined and sources of distress are identified. Research is cited which examines sources of faculty or counselor stress. Issues such as time, money, reputation, significance, and concerns for the future are considered. Burnout, a distinctive kind of job-related stress, is examined as it relates to college and university personnel. Factors in the academic environment which contribute to stress and may lead to burnout are identified within the categories of role dynamics, responsibility, occupation, job satisfaction, career paths, and the organization. Research exploring sources of student distress are also reviewed and contributors to student stress are outlined within the categories of instruction, competition, organization of time, adjustment to college, administrative problems, social adjustment, finance, housing, and transportation. Four preventive strategies and five combative strategies to help faculty members cope with stress are presented and six behaviors for faculty members to use in helping students handle stress are suggested. (NB)

ED 279 918 CG 019 726
Walz, Garry R., Ed. Bleuer, Jeanne C., Ed.
The Growth Edge: Creative Use of Computers for Facilitating Learning and Enhancing Personal Development. Papers from the Workshop (Ann Arbor, Michigan, June 27-30, 1986).
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—48p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Oriented Programs, *Computers, *Computer Uses in Education, *Cost Effectiveness, *Counselors, *Stress Management, Stress Variables
Identifiers—*Computer Assisted Counseling

This document is the fourth publication in a series devoted to the use of computers in counseling. The outgrowth of the 1986 ERIC/CAPS workshop, it contains four of the major presentations made at the conference. "The Impact of Computers on the Future of Counseling: Boom or Boomerang" (Edwin L. Herr) examines the effect of technology upon society and whether counselors need computerization, and offers three major perspectives on the impact of computers on the future of counseling: computers as content, as process, and as method. "Computer Use or Abuse: Ethics in the Use of Computers" (James P. Sampson, Jr.) explores the misuse of computer applications, overdependence on computer technology, and the restriction of the counseling process to the cognitive component alone. "Counselors vs. Computers: A Cost/Benefit Analysis" (Marilyn E. Maze) discusses making a cost analysis of the use of computers in counseling. "Taking the Byte Out of Computers: Strategies for Minimizing Stress" (Joseph Fisher) explains stress associated with computers and suggests steps to bring stress under control. (NB)

ED 279 989 CG 019 798
Peck, Nancy And Others
Dropout Prevention: What We Have Learned.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—43p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 ($6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Counselor Role, *Dropout Characteristics, *Dropout Prevention, Elementary Secondary Education, High Risk Students, *Potential Dropouts, *Program Effectiveness, School Activities, *School Counselors, *School Role

This monograph was written to provide information on which students drop out of school and why, and to examine successful dropout prevention programs. Research is reviewed which has identified characteristics of dropouts and their reasons for leaving school. Other studies are cited which explore characteristics of effective dropout prevention programs in schools. Individual programs are briefly described and elements of the more successful programs are summarized. It is concluded that: (1) programs should be student-centered; (2) programs should be started as early as possible and should involve families as much as possible; (3) staff selection and training is paramount; and (4) programs should include attention to overall school climate and effective school development. The information and conclusions presented in the monograph are used to create a series of nine recommendations and guidelines for designing, planning, and implementing dropout prevention programs. These recommendations are followed by a description of the role school guidance counselors can play in the process of developing, coordinating, and monitoring dropout prevention activities. (NB)

ED 279 990 CG 019 799
Gysbers, Norman C.
Career Development Today: An Overview.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—32p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 ($5.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Counseling, *Career Development, Careers, Counselor Client Relationship, *Counselor Role, Models, *Trend Analysis
Identifiers—*Life Career Assessment

This monograph on career development begins with an examination of the antecedents of present day career initiatives. The evolution of the concepts of career and career development are reviewed and the rethinking and reformulating of these concepts that have occurred since 1900 are examined. The time period from 1900 to 1950 is reviewed as the formative years; the time from 1950 to 1980 as the transition years; and the time from 1980 and beyond as current formulations. Areas discussed include the industrial revolution, social protest and reform, vocational guidance, vocational development, career, and career development. The impact on counselors of this evolution of career development is discussed. The second half of this monograph looks at the career counseling process and discusses how the broader meanings of career and career development that have evolved over the years impact the career counseling process and its use. The document provides a framework of six possible phases of career counseling: (1) establishing the client-counselor relationship and responsibilities; (2) gathering client self-information and environmental information; (3) understanding client information; (4) drawing conclusions and making diagnoses; (5) taking action; and (6) evaluating the impact of intervention. The use of the Life Career Assessment to gather client information is explained. (NB)

ED 279 991 CG 019 800
Herbert, Deborah
Career Guidance, Families and School Counselors. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Career Development, *Career Guidance, Children, Counselor Role, Decision Making, Elementary Secondary Education, *Family Influence, *Family School Relationship, Parent Influence, *School Counselors
Identifiers—ERIC Digests

The need for a collaborative effort between school and family in the area of career guidance is considered in this digest. Issues relevant to this effort are discussed, including family determinants of children's career development, stages of children's career development, counselor guidelines for starting parent programs, and counselor interventions to utilize family influence. Thirteen resource documents are listed. (NB)

ED 279 992 CG 019 801
Beekman, Nancy
Helping Children Cope with Divorce: The School Counselor's Role. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Age Differences, *Children, *Coping, *Counselor Role, Counselor Teacher Cooperation, *Divorce, Elementary Secondary Education, Emotional Response, Group Counseling, Individual Counseling, *School Counselors, School Role
Identifiers—ERIC Digests

This fact sheet examines age differences in children's reactions to parental divorce, in-school reactions, and the school role in helping these children cope. The school counselor's role is examined in working with school administrators, teachers, parents, and children. Individual and group counseling with children are discussed. Ten suggestions are given for school personnel who work with children of divorce. Ten resource documents are listed. (NB)

ED 279 993 CG 019 802
Libert, Anne Blanford
Elderly Parents and Adult Children as Caregivers. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aging (Individuals), Divorce, Employed Women, Family Role, *Helping Relationship, *Older Adults, *Parent Child Relationship, *Stress Variables
Identifiers—*Adult Children, *Caregivers, ERIC Digests

This digest presents a contemporary description of the American elderly and adult children's caregiving to their parents. It includes a profile of the American elderly; a description of caregiving tasks performed by their adult children; and the impact of longer life expectancy, divorce rates, and employed daughters on caregiving. Caregiver strain and relief are discussed. A population chart and nine references are provided. (NB)

ED 279 994 CG 019 803
Wilson, Thomas C.
Counseling Roles and AIDS. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Coping, *Counseling Services, *Counselor Role, *Crisis Intervention, Death, *Disease Control, Health Education, Public Health, Social Support Groups
Identifiers—*Acquired Immune Deficiency Syndrome, ERIC Digests

This fact sheet considers the counselor's role in dealing with Acquired Immune Deficiency Syndrome (AIDS). Three counselor roles are examined: (1) direct counseling for those affected by AIDS; (2) coordination of support systems for victims of AIDS; and (3) education. Seven recommendations for health professionals dealing with AIDS patients are listed. Eleven resource documents and two organizations are listed. (NB)

ED 279 995 CG 019 804
Bolton-Brownlee, Ann
Issues in Multicultural Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Client Characteristics (Human Services), *Counselor Attitudes, *Counselor Characteristics, Counselor Client Relationship, *Cultural Influences, Cultural Pluralism, *Ethnic Stereotypes, *Individual Differences
Identifiers—ERIC Digests, *Multicultural Counseling

This fact sheet examines the impact of cultural diversity in the United States on the counseling profession. Three major difficulties for multicultural counseling created by this diversity are considered: (1) the counselor's own culture, attitudes, and theoretical perspective; (2) the client's culture; and (3) the multiplicity of variables comprising an individual's identity. Thirteen documents are cited. (NB)

CS

ED 272 855 CS 008 528
Lehr, Fran
Television Viewing and Reading. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Reading Ability, *Reading Achievement, Reading Attitudes, *Reading Habits, Reading Instruction, Reading Material Selection, Reading Research, Teaching Methods, Television, *Television Research, *Television Viewing
Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores the relationship between television viewing habits and reading achievement. The digest first examines recent research indicating a negative relationship between television viewing in excess of ten hours and reading performance. The digest next focuses on the effects of television viewing on reading habits and reading material preferences. Finally, the digest discusses how educators can use television to promote reading. (DF)

ED 272 922 CS 210 026
Lutz, Elaine
Invented Spelling and Spelling Development. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Developmental Stages, Elementary Education, *Spelling, *Spelling Instruction,

Teacher Attitudes, Teaching Methods
Identifiers—ERIC Digests, *Invented Spelling

Intended for administrators and policymakers as well as teachers, this digest examines invented spelling, describes the developmental stages of learning how to spell, and considers implications for classroom instruction. After defining invented spelling, the digest describes the precommunicative, semiphonetic, phonetic, transitional, and correct stages of spelling development. It then explores ways teachers can nurture spelling development in the classroom, including combining an understanding of invented spelling with formal spelling instruction to develop more effective spelling programs. (HTH)

ED 272 923 CS 210 027
Koenke, Karl
Handwriting Instruction: What Do We Know? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cursive Writing, *Handwriting, Instructional Materials, *Manuscript Writing (Handlettering), Primary Education, Program Evaluation, *Teaching Methods, *Writing Instruction, Writing Readiness, *Writing Skills
Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores the state of research into handwriting instruction and the printing versus cursive writing dilemma. After examining how handwriting is currently being taught, the digest discusses research supporting various kinds of printing instruction–block, italic, D'Nealian–prior to instruction in cursive. Research evidence indicates that printing styles do not make a difference but teaching printing should be retained in the lower grades because printing more closely resembles the letters found in typeset books. The digest then looks at the distinction between neatness and legibility in printing, making a case for moving all students, whatever the quality of their printing, into cursive instruction at the same time. Next, the digest explores the use of wide-lined paper and "fat" beginner's pencils, suggesting that the former is helpful while the latter is not. Finally, the digest looks at characteristics to remember when selecting a spelling program. (HTH)

ED 274 984 CS 210 080
Recommended English Language Arts Curriculum Guides, K-12, 1986.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0045
Note—34p.; For the 1985 edition, see ED 262 418.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $2.00 member, $2.50 nonmember).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, Elementary Secondary Education, *English Curriculum, English Instruction, *Evaluation Criteria, *Language Arts, Resource Materials

Developed by the National Council of Teachers of English (NCTE) Committee to Evaluate Curriculum Guides and Competency Requirements, this guide is intended to help teachers and administrators to develop exemplary English language arts curricula. The first part of the booklet presents an annotated list of recommended curriculum guides, representing a variety of curricular frameworks and content units for reference use by schools and agencies in the process of developing or revising a curriculum. In addition to the 1986 list, annotations for curriculum guides recommended in 1985 and 1984 are included, as is information on grade level, on content aims and objectives, and on how to obtain the guide. The second part of the booklet contains revised criteria for planning and evaluating English language arts curriculum guides. These criteria are organized under the headings of philosophy, objectives, language as content, composition, reading, literature, media, organization, policies and procedures, and design. (SRT)

ED 274 985 CS 210 082
Strong, William
Creative Approaches to Sentence Combining.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-0883-0
Pub Date—86
Contract—400-86-0045
Note—94p.; TRIP: Theory & Research into Practice Series.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08830, $5.25 member, $7.00 nonmember).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, Middle Schools, *Sentence Combining, *Teaching Methods, *Theory Practice Relationship, Writing Improvement, *Writing Research
Identifiers—O Hare (Frank)

Summarizing the wealth of recent research on sentence combining as an effective method of teaching students to tighten and vary their written sentences, this booklet explains how and why sentence combining works. The first half of the booklet provides background information on sentence combining, exploring the basis for the claim that sentence combining enhances sentence writing by drawing on built-in linguistic competence, and arguing for a much broader definition of sentence combining. This section also discusses seven instructional issues concerning the use of sentence combining, and lists ten assumptions that seem to underlie the sentence combining approach. The second half of the booklet outlines many ways to use sentence combining in the writing class. This section first deals with cued sentence combining, of the kind popularized by F. O'Hare, then shows how open exercises might be introduced and used in a middle school classroom. It also deals with such practical matters as orchestrating in-class projects, handling "mistakes," and creating various types of sentence combining. The focus then shifts to a variation of pattern practice that may help special students, topics such as grammar, usage/mechanics, and sentence economy. Finally the section moves into arenas more explicitly rhetorical–style, recombining, and generative exercises, the problem of context, and analytic activities of different kinds. (HTH)

ED 274 996 CS 210 117
Farr, Marcia Daniels, Harvey
Language Diversity and Writing Instruction.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; ERIC Clearinghouse on Urban Education, New York, N.Y.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-2659-6
Pub Date—86
Contract—400-83-0025
Note—102p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 26596, $7.00 member, $9.75 nonmember).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Dialect Studies, Educational History, High Schools, *Instructional Improvement, *Language Usage, Language Variation, Literacy Education, *Nonstandard Dialects, North American English, *Teaching Methods, *Writing Instruction
Identifiers—*English as a Second Dialect, *Language Diversity

Both a theoretical framework and some practical suggestions are included in this book intended to help educators improve the teaching of writing to high school students who are native speakers of nonstandard English dialects. The first chapter includes a brief background on the problem of writing in American schools, with special focus on the present writing achievement of nonstandard-dialect-speaking students. The second chapter reviews research on language variation, emphasizing factors related to the acquisition of literacy. Applying insights from recent research on both language variation and writing instruction, the final chapter presents specific suggestions for teaching writing to the special students under consideration. An extensive bibliography is included. (JD)

ED 278 037 CS 210 275
Millar, Dan Pyle
Introduction to Small Group Discussion.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0045
Note—76p.; TRIP: Theory & Research into Practice Series.
Available from—Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($6.00 prepaid).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Class Activities, *Communication Research, *Group Discussion, *Group Dynamics, Higher Education, Secondary Education, *Small Group Instruction, *Speech Communication, Teaching Methods

To bring educational research into focus with tested classroom practice, this booklet provides an introduction to small group discussion. The theory and research section discusses the importance of small group discussion, characteristics of small group discussions, group attraction based on Maslow's hierarchy of basic human needs, group decision making, the development of effective groups, and group strengths. Suggesting activities intended to enhance the understanding of these theoretic concepts, the practice section discusses (1) introducing group discussion in the classroom using sociogram and group membership data; (2) defining small group discussions; (3) assessing group attraction via a questionnaire and a group benefit/cost comparison; (4) the process of group decision making using various small group "opinionnaires," two case study problems, and a discussion sequence guide focusing on feedback; (5) developing effective groups using a personal report of communication apprehension, a discussant rating form, self-evaluation of participation, a post-discussion opinionnaire, a discussion of behaviors with normative value, Bales Interaction Process Analysis, an analysis of roles, and a cohesiveness scale; (6) creating several groups to explore various forms of leadership, providing a leadership behavior opinionnaire for the self-assessment of leadership ability, and discussing leadership's function; and (7) evaluating group usefulness. A note to instructors focuses on cooperative learning. Sample opinionnaire forms are included throughout the text. (JD)

ED 279 008 CS 210 296
Smagorinsky, Peter And Others
Explorations: Introductory Activities for Literature and Composition, 7-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-1661-2
Pub Date—87
Contract—400-86-0045
Note—55p.; TRIP: Theory & Research into Practice Series.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 16612, $5.75 member, $7.50 nonmember).
Pub Type—Guides - Classroom - Teacher (052)—Tests/Questionnaires (160)—Information Analysis - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Class Activities, Cognitive Processes, *Learning Processes, *Literature Appreciation,

Prior Learning, *Reading Comprehension, Reading Processes, *Reading Writing Relationship, Schemata (Cognition), Secondary Education, *Teaching Methods, Theory Practice Relationship, Writing Exercises, *Writing Instruction, Writing Processes, Writing Skills

Noting that teachers sometimes fail to draw on students' prior knowledge, this guide focuses on helping teachers both to think about the cognitive processes involved in learning and to design activities that provide students with a solid introduction to various learning tasks. The first section briefly discusses current theory and research in secondary literature and composition as they relate to learning processes. The second section contains four parts and comprises the bulk of the document. The first part describes reading comprehension activities intended to spark students' interest while enhancing their reading comprehension of various types of frequently taught literature. These activities include opinionnaires, scenario-based activities, studying cases, and role playing simulations. The second and third parts present a series of high-interest, introductory writing activities concerning particular rhetorical concepts, which are introduced in terms familiar to students from their past experiences. In addition, ways in which teachers can use these activities as a first step in developing students' writing abilities are examined. The final part discusses reading comprehension activities that promote writing ability and how teachers can prepare students to think and write about issues raised in literary texts. Appendixes include various opinionnaires, worksheets, case studies, and supplemental materials pertinent to the activities presented. (JD)

ED 280 080 CS 210 396
Squire, James R., Ed.
The Dynamics of Language Learning: Research in Reading and English.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-1276-5
Pub Date—87
Contract—400-86-0045
Note—420p.; Papers commissioned for the Mid-Decade Seminar on the Teaching of Reading and English (Chicago, IL, March 29-31, 1985). For the seminar's discussions of these papers, see ED 274 967.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 12765, $20.00 member, $25.00 nonmember).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Classroom Environment, Classroom Research, Classroom Techniques, Cognitive Development, Computer Uses in Education, Educational Trends, Elementary Education, Evaluation Methods, *Language Processing, Literacy, Literature Appreciation, Oral Language, Reader Text Relationship, Reading Comprehension, Reading Instruction, Reading Processes, *Reading Research, *Reading Writing Relationship, *Research Opportunities, *Technological Advancement, Writing Instruction, Writing Processes, *Writing Research, Written Language
Identifiers—Process Product Relationship, *Research Trends, Text Structure

Focusing on future directions for English and reading research, the papers presented in this book examine the complex interplay of skills, processes, and classroom conditions that influence the development of children's competence in reading, writing, and the language arts. The titles and authors of the essays are as follows: (1) "Reading and Writing Relations: Assumptions and Directions" (James Flood and Diane Lapp); (2) "The Cognitive Base of Reading and Writing" (Stephen B. Kucer); (3) commentaries by Alan Purves and Julie Jensen; (4) "Thought and Language, Content and Structure in Language Communication" (Diane Lemonnier Schallert); (5) "The Design of Comprehensible Text" (Robert C. Calfee); (6) commentaries by Judith Langer and Robert J. Tierney; (7) "The Shared Structure of Oral and Written Language and the Implications for Teaching Writing, Reading, and Literature" (Miles Myers); (8) "Oral Language, Literacy Skills, and Response to Literature" (David K. Dickinson); (9) commentaries by David Dillon and Roselmina Indrisano; (10) "Research into Classroom Practices: What Have We Learned and Where Are We Going?" (Bryant Fillion and Rita S. Brause); (11) "Classroom Practices and Classroom Interaction during Reading Instruction: What's Going On?" (M. Trika Smith-Burke); (12) commentaries by Arthur N. Applebee and Dolores Durkin; (13) "An Examination of the Role of Computers in Teaching Language and Literature" (Bertram C. Bruce); (14) "Technology, Reading, and Writing" (Lawrence T. Frase); (15) commentaries by Johanna DeStefano, and Edmund J. Farrell; (16) "Organizing Student Learning: Teachers Teach What and How" (Jane Hansen); (17) "Assessing the Process, and the Process of Assessment, in the Language Arts" (Peter Johnston); (18) commentaries by Jerome C. Harste and P. David Pearson; (19) "Constructing Useful Theories of Teaching English from Recent Research on the Cognitive Processes of Language" (M. C. Wittrock); (20) "Themes and Progressions in Research in English" (John T. Guthrie); and (21) "Retrospect and Prospect" (James R. Squire). (JD)

ED 284 272 CS 210 719
Battaglini, Dennis J. Schenkat, Randolph J.
Fostering Cognitive Development in College Students–The Perry and Toulmin Models. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abstract Reasoning, Classroom Techniques, *Cognitive Development, Cognitive Style, College Faculty, College Students, *Conflict Resolution, *Educational Theories, Higher Education, *Models
Identifiers—ERIC Digests, *Perry Developmental Scheme, *Toulmins Model

Intended for college instructors interested in promoting and developing intellectual abilities in their students, this publication details the Perry and Toulmin models of cognitive development. The first section explains the Perry model of dualistic students, who are comfortable in a framework of absolute knowledge and unquestionable right and wrong answers, multiplistic students, who recognize multiple perspectives but are unable to evaluate and weigh them adequately, and relativistic students, who are comfortable questioning authority and see knowledge as relative to their own frames of reference. A second section suggests implications of this model for classroom instruction, followed by a section providing information on how to find out more about the Perry model. A fourth section looks at the Toulmin model of cognitive development, which is characterized by a six-step system of rational argumentation, and how the model may be applied in the classroom. A final section notes that relativistic students are, by definition, working within the Toulmin model, and suggests that academic study demands that students work on a relativistic level. (JC)

ED 284 273 CS 210 720
Dorney, Jacqueline M.
The Plain English Movement. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consumer Protection, Educational Change, *English Instruction, Federal Legislation, *Language Styles, Language Usage, *Organizational Effectiveness, Readability, Writing for Publication, Writing Improvement, *Writing Skills
Identifiers—Doublespeak, ERIC Digests, Jargon, *Plain English Movement

Intended for administrators and policymakers as well as teachers, this digest examines the current state of the plain English movement, which is an effort to persuade government agencies, businesses, and professional organizations to write in clear, understandable English. After enumerating the benefits that the use of plain English can generate for both organizations and the general public, this digest outlines the plain English movement by (1) describing how the consumer movements in the 1960s influenced federal and state legislation to ensure readability of government and business documents; (2) examining how the plain English movement has affected education, and (3) discussing publications pertinent to the movement. Sixteen references are included. (NKA)

ED 284 274 CS 210 721
Probst, R. E.
Transactional Theory in the Teaching of Literature. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, *English Instruction, Higher Education, Individualized Reading, *Literature Appreciation, *Reader Response, *Reader Text Relationship, Reading Comprehension, Reading Research, Secondary Education, *Teaching Methods
Identifiers—ERIC Digests, *Transactional Theory

Intended for literature instructors, this digest explains the relationship of transactional theory (a reciprocal, mutually defining relationship between the reader and the literary text) to the teaching of literature. The importance of the reader's part in literature is first demonstrated, noting that attention must be paid to who the readers are, their expectations of the text, and the choices they make as they read. The digest next differentiates between the efferent stance, in which the reader is primarily concerned with what he or she will carry away as information from the text, and the aesthetic stance, in which the reader focuses primarily upon the experience lived through during the reading. The digest notes that efferent stance is appropriate when seeking information, while the aesthetic stance is useful when the reader wishes to experience the full emotional, aesthetic, and intellectual experiences afforded by the text. Uses of transactional theory in teaching are then discussed, emphasizing the following principles: (1) the "poem" is within the reader, (2) primary responses should be considered, (3) the classroom atmosphere should be cooperative, (4) the conception of literary knowledge will be expanded, and (5) transactional analysis is related to other literary studies. The most salient principles of instruction are also outlined, including: response; giving ideas time to crystallize; and opening up the discussion to the topics of self, text, and others. (SKC)

ED 284 275 CS 210 722
Lazere, Donald
Critical Thinking in College English Studies. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Cognitive Psychology, *College English, *Critical Thinking, Developmental Stages, Educational History, Educational Research, *Educational Theories, *Expository Writing, Freshman Composition, Higher Education, Interdisciplinary Approach, *Learning Strategies, Logical Thinking, Persuasive Discourse, Piagetian Theory, Teaching Methods, Theory Practice Relationship
Identifiers—Cultural Literacy, ERIC Digests

Noting that college-level critical thinking instruction is now an interdisciplinary movement coordinating such fields as English, rhetoric, philosophy, and developmental psychology, this digest surveys the history of critical thinking studies in these converging disciplines and argues that literature study preeminently encompasses the mental traits that comprise critical thinking. Following an introduction to the critical thinking movement, the digest assesses the impact of critical-thinking inflected developmental psychology on composition studies. The digest notes the increasing attention paid in composition textbooks and rhetorical theories to mental attitudes and emotional dispositions that foster or impede critical thinking and to the application of stage-developmental criteria of critical thinking (such as the progression from egocentricity to reciprocity and from conventional to autonomous thought, and the acquisition of the ability to reason back and forth between concrete and abstract, personal and impersonal, literal and hypothetical). The digest builds the case that literature study–because it relies on the capacities of criticism, dialogue, perception of multiple viewpoints, synthesis and reasoning–has always developed and facilitated the mental dispositions currently emphasized in critical thinking circles. Finally, to attest to the educational importance of humanistic letters, the digest cites research concluding that cognitive development requires a substantial body of specific knowledge and suggests that in this light critical thinking can rejuvenate the English profession. (Twenty references are included.) (JG)

ED 284 276 **CS 210 723**

Staton, Jana

Dialogue Journals. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0045

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Reading Research, *Reading Writing Relationship, *Teacher Student Relationship, *Teaching Methods, *Writing Improvement, Writing Research, Writing Skills

Identifiers—*Dialogue Journals, ERIC Digests, *Journal Writing, Student Journals

Dialogue journals are recommended in this digest for teachers who want to involve every student in a literacy practice that unites reading and writing and encourages thinking and reflection. The digest first explains that dialogue journals are useful because they use writing as a genuine means of communication between student and teacher. Dialogue journals then are defined as bound composition books in which each student carries on a private conversation with the teacher for an extended time. The history of these journals, which were first developed by a sixth grade teacher in California, is detailed, and sample teacher-student exchanges are also provided. The digest next explicates some of the benefits of dialogue journals to students: (1) they create a one-to-one relationship between student and teacher in which both academic and personal concerns are discussed; (2) they provide opportunities to use newly acquired reading and writing skills; (3) they allow students to engage in reflection about experiences and to think about adult problems, choices, and ideas; (4) they give students a chance to engage in natural uses of different kinds of writing–narration, description, argumentation, even poetry; and (5) they let students read a personalized text, that is, the teacher's responses. Benefits of dialogue journals for young children, less proficient writers, and ESL students are also discussed, together with a brief justification for the time required for teachers to respond to each student. Twelve references are appended. (SKC)

ED 284 315 **CS 505 650**

Holbrook, Hilary Taylor

Communication Apprehension: The Quiet Student in Your Classroom. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0045

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Communication Apprehension, *Communication Problems, Communication Research, Self Esteem, Speech Skills, *Student Attitudes, Student Behavior, Teacher Student Relationship

Identifiers—ERIC Digests, Shyness

Noting that communication apprehension (CA) is a pattern of anxiety that can profoundly affect oral communication, social skills, and self-esteem, this digest examines some causes and consequences of CA and ways in which it can be diminished. Following an introduction, the digest defines CA and some of its characteristics. Next, the digest looks at the causes of CA, which include low social self-esteem and ethnic/cultural divergence in communication norms, and then briefly discusses the emotional, educational, and social consequences of CA. Finally, the digest proposes ways that CA can be prevented or reduced, including a supportive classroom environment and a developmental sequence of oral activities, and teacher training in understanding the communication behaviors of students with CA. Twelve references are included. (HTH)

EA

ED 274 031 **EA 018 784**

Ellis, Thomas I.

The Principal as Instructional Leader.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 86

Contract—OERI-R-86-0003

Note—6p.

Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts; Virginia residents add 4 percent sales tax).

Journal Cit—Research Roundup; v3 n1 Nov 1986

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Administrator Role, Elementary Secondary Education, *Instructional Leadership, *Leadership Qualities, *Principals, *School Effectiveness, Socioeconomic Influences, Values

Identifiers—Collegiality

Effective schools research has verified that schools are rarely effective unless the principal is a proficient instructional leader. This article summarizes five recent studies examining the practices and qualities comprising good instructional leadership. A Seattle study by Richard L. Andrews disclosed a statistical correlation between student gains in reading and mathematics and teachers' perceptions of their principal's effectiveness–especially in schools with many low-income students. Phillip Hallinger and Joseph Murphy found that a community's socioeconomic status heavily affected the behavior of effective instructional leaders and their choice of management style. In San Francisco, David C. Dwyer found that proficient instructional leaders act on personal beliefs and values, as well as perceptions of their schools' and communities' needs. In Texas, William Rutherford and his associates studied the principal's impact on teachers' instructional improvement efforts. The most successful principals clearly communicated expectations, provided technical assistance, and monitored the results. Finally, Thomas Bird and Judith Warren Little showed that effective instructional leadership means cultivating and sustaining norms of civility, collegiality, and continuous improvement. A summary of each study is provided, together with full bibliographic and availability information. (MLH)

ED 275 053 **EA 018 903**

Identifying At-Risk Students. The Best of ERIC on Educational Management, Number 85.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 86

Contract—400-86-0003

Note—5p.

Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Delinquency, Delinquency Prevention, Dropout Characteristics, *Dropout Prevention, *Dropout Programs, *Dropout Research, Dropouts, Educational Change, Educational Innovation, Educational Policy, *High Risk Students, High Schools, Identification, Literature Reviews, Potential Dropouts

Identifiers—High School and Beyond (NCES)

Presented in this annotated bibliography of 12 publications on students at risk are descriptions of (1) a study of 100 Austin, Texas, dropouts that identifies characteristics and conditions of high-risk students; (2) a study recommending a variety of programs to improve the progression of high-risk high school and college students; (3) a manual for recognizing potential dropouts and constructing a prevention program; (4) a pilot study in helping students correct impulsive behavior linked to delinquency; (5) findings from a national study of 30,000 high schol sophomores identifying high-risk characteristics and causal relatonships leading to dropping out; (6) a report from Kentucky that defines 32 variables for identifying high-risk high school students; (7) a manual of a Sacramento, California, high-risk behavior prevention program; (8) an analysis of educational policies arguing that many programs designed to help high-risk students lead to inequity in public education; (9) a report on characteristics of successful retention programs; (10) a report from Oregon of a two-year first-grade program aimed at preventing later grade failures; (11) a report recommending reforms in school policies as a means of preventing dropout; and (12) a research agenda of studies to be conducted by the National Center on Effective Secondary Schools on implementation strategies that are effective with at-risk students. (IW)

ED 275 067 **EA 018 917**

Roper, Susan Stavert Hoffman, David E.

Collegial Support for Professional Improvement: The Stanford Collegial Evaluation Program.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86

Contract—400-83-0013

Note—36p.; Prepared by the ERIC Clearinghouse on Educational Management, Eugene, Oregon.

Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 shipping and handling will be added to billed orders).

Journal Cit—OSSC Bulletin; v29 n7 Mar 1986

Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Elementary Secondary Education, *Formative Evaluation, *Participant Observation, Participation, *Peer Evaluation, Peer Relationship, Performance, Principals, *Professional Development, *Staff Development, Teacher Attitudes, *Teacher Evaluation, Teaching Conditions

Identifiers—*Collegial Teams, Isolation (Professional), Stanford Collegial Evaluation Program

To overcome teacher isolation and help make teaching a more attractive profession, educators might consider a peer support system based on the Stanford Collegial Evaluation Program. This paper describes the program's background, functioning, barriers to successful implementation, and how to neutralize them. The Stanford program uses a peer evaluation process and emphasizes formative, not summative, evaluations. Linked in reciprocal relationships, teachers collect information on their performance from collegial observations, student questionnaires, and self-assessment. They analyze strengths and weaknesses and prepare a plan for improvement. The program's effectiveness lies in use of first-hand observations and stress on factors that teachers consider important. The program has seven interdependent steps leading to an improvement plan. Major barriers to collegial evaluation such as teacher attitudes, lack of criteria validity and reliability, problems with administrator involvement, lack of teacher candor, and insufficient released time for observation may be overcome in a supportive school context by the right mixture of determination, good will, and humor. The key is wholehearted commitment to professional development. Included are 18 references and information on obtaining the implementation manual. (MLH)

ED 275 084 **EA 018 938**
Teacher Tenure and Dismissal. The Best of ERIC on Educational Management, Number 86.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-86-0003
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Board of Education Policy, Court Litigation, Due Process, Elementary Secondary Education, Hearings, Legal Responsibility, Literature Reviews, Personnel Policy, Probationary Period, *Public School Teachers, Reduction in Force, *School Law, Teacher Administrator Relationship, *Teacher Dismissal, *Teacher Employment, Teacher Evaluation, *Tenure

An annotated bibliography of 11 publications on teacher tenure and teacher dismissal focuses on the responsibility of school policymakers and administrators to establish clear employment policies and maintain teacher evaluation records. Citing numerous court decisions, Joseph Beckham examines tenure, employment qualifications, contractual obligations, and discipline. Edwin Bridges discusses the legal barriers to dismissing tenured teachers and provides an 8-part organizational approach to managing incompetent teachers. Ernest Brown reviews reasons for the growing sentiment against tenure and advises legislators to consider the consequences if it is abolished. Nelda Cambron-McCabe advises school officials to be familiar with due process principles and to apply them in rendering adverse employment decisions. Christaine Citron concludes that if the legal issues discussed in her essay are considered in the policy-making process, reform that aims to improve teacher quality will not be impeded. James Gross and Thomas Knight report on the tenure decision process in New York State. Explanations and examples of "good cause" for teacher dismissal are offered by David Larson. Bruce MacDonald outlines the important actions that school boards must take prior to and during a hearing on a teacher's incompetency. Two articles by Robert Phay deal with nonreappointment decisions that concern "average" or "satisfactory" probationary teachers. The bibliography concludes with an overview of the law concerning reduction in force. (MLF)

ED 276 097 **EA 018 284**
Ellis, Thomas I.
Teacher Evaluation.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 86
Contract—400-83-0013
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts; Virginia residents should add 4 percent sales tax).
Journal Cit—Research Roundup; v2 n2 Apr 1986
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Concurrent Validity, Cooperative Planning, *Decision Making, Educational Environment, Elementary Secondary Education, Employment Practices, *Evaluation Methods, Instructional Improvement, Legal Responsibility, Organizational Climate, Performance Factors, *Personnel Policy, Program Development, *Program Effectiveness, Program Implementation, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement, Teacher Supervision

Included in this summary analysis of three journal articles and two documents on teacher evaluation are reports that touch on difficulties facing school officials in developing a teacher evaluation system and suggestions for assessing the strengths and weaknesses of an evaluation system. The first article, by Susan S. Stodolsky, challenges evaluation methods that rely on classroom observation alone and emphasizes the importance on the entire instructional context. The second, a document written by Rand Corporation researchers, concludes from a study of four exemplary school districts that the teacher evaluation process is inseparable from the school district's larger organizational context. The three remaining selections focus on practical aspects of implementing a teacher evaluation system. In his guide, Thomas L. McGreal identifies nine "commonalities" of effective systems that support his conviction that evaluation should help, rather than judge, teachers. Taking the position that some form of summative evaluation is nonetheless needed for making personnel decisions, James Raths and Hallie Preskill offer recommendations to guide administrators through the task of teaching staff assessment. Because of the potential legal implications brought with any personnel decision, the final selection by Donovan Peterson provides guidelines for ensuring that a teacher evaluation system will withstand judicial scrutiny. (CJH)

ED 276 151 **EA 018 996**
Dunn, Judy And Others
Teacher Testing.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 87
Contract—OERI-R-86-0003
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts; Virginia residents should add 4 percent sales tax).
Journal Cit—Research Roundup; v3 n2 Feb 1987
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decision Making, Educational Change, Elementary Secondary Education, *Employment Practices, Evaluation Methods, Instructional Improvement, Legal Responsibility, *Minimum Competency Testing, Minority Groups, Teacher Associations, Teacher Characteristics, *Teacher Education, *Teacher Effectiveness, Teacher Evaluation, Teacher Motivation, Teacher Recruitment, Test Bias, Test Validity

A one-page introduction is followed by summaries of articles and documents on teacher competency testing. George F. Madaus argues that, although tests serve some useful functions, treating them as a major mechanism for reforming education is questionable. Peter A. Garcia examines the negative impact of testing on minority teachers and minorities attempting to enter educational training programs in Texas. Gregory R. Anrig notes that tests have a legitimate even though limited function and urges policymakers to ensure their proper use. In reviewing legal issues, Joseph C. Beckham focuses on constraints courts have imposed on teacher competency testing. Procedures used to validate the National Teacher Examinations as accurate measures of competency are discussed by Lawrence H. Cross. The final selection summarizes positions taken by the two leading teacher unions in two journal articles, one by Rita Hodgkins and Bernard McKenna and the other by Albert Shanker and Gordon Ward. Although differing over the use of tests, they agree that teacher competency needs to be assessed. (CJH)

ED 278 138 **EA 019 137**
Heynderickx, James J.
Teacher Selection.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 87
Contract—OERI-R-86-0003
Note—6p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts; Virginia residents add sales tax).
Journal Cit—Research Roundup; v3 n3 Apr 1987
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Administrator Attitudes, Decision Making, Elementary Secondary Education, Employment Interviews, *Employment Practices, Employment Qualifications, Evaluation Criteria, *Evaluation Methods, *Literature Reviews, Personnel Policy, School Personnel, Teacher Effectiveness, Teacher Employment, Teacher Evaluation, Teacher Qualifications, *Teacher Recruitment, *Teacher Selection

A one-page introduction is followed by three pages containing summaries of three journal articles and two documents on teacher selection. Mary Cihak Jensen argues that final selection decisions should be based on multiple information sources, since teaching requires proficiency in many interrelated skills. Superintendent Richard J. Caliendo observes that the selection process and procedures he implemented in Elmont, New York, gather varied information about each candidate. Business and industry have long recognized the importance of matching the appropriate candidate with the job, and Stuart R. Kahl suggests that schools follow these guidelines. Hiring officials should be trained to use a common set of procedures and criteria. Beverly A. Browne and Richard J. Rankin note that academic criteria have become a secondary consideration in many selection systems. Schools determined to raise academic standards should emphasize intellectual ability and candidates' readiness to be held accountable. A study by I. Phillip Young and Herbert G. Heneman III recommends that a school's success in attracting good candidates is influenced by selection officials and procedures. Interviewers' attitudes play a key role in determining whether a teacher will accept a position or turn the school down. (CJH)

ED 278 139 **EA 019 138**
Training and Selecting Principals. The Best of ERIC on Educational Management, Number 87.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 87
Contract—400-86-0003
Note—5p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Characteristics, *Administrator Education, Administrator Evaluation, Administrator Qualifications, *Administrator Selection, Educational Research, Elementary Secondary Education, Employment Practices, Employment Qualifications, Evaluation Criteria, Inservice Education, Leadership Styles, Leadership Training, Literature Reviews, *Principals, *School Effectiveness, State Programs

Included in this annotated bibliography of 11 publications on training and selecting principals are reports assessing various approaches and their relationship to school improvement. One article proposes a training model based on contingency theory. A sourcebook reviews hiring practice inadequacies and alternatives and recommends Hillsborough County's (Florida) methods. Improvement in training and selection was recognized at the Southern Regional Educational Board's conference, which is summarized. A principal's positive experience following an assessment center program is followed by another article demonstrating that successful principals evolve through four stages that should be part of inservice programs. The author of a literature review concludes that administrators should hire principals who are "boat rockers." A report focuses on leadership styles and use of a training model. Another report stresses that field-based preparation should close the gap between training and employment. An article describes an internship program developed by a South Carolina district and the University of South Carolina. Two companion articles portray Maryland's program for improving selection and training and provide ingredients for effective assessment. A concluding selection reminds administrators that choosing a principal requires sound planning. (CJH)

ED 279 056 EA 018 918

Jensen, Mary Cihak

How to Recruit, Select, Induct, & Retain the Very Best Teachers. School Management Digest Series, Number 32.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-091-7

Pub Date—87

Contract—OERI-R-86-0003

Note—64p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.50 prepaid; quantity discounts; on billed orders, postage and handling will be added: $2.00 domestic, $3.00 foreign).

Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Beginning Teachers, Educational Improvement, Elementary Secondary Education, Employer Employee Relationship, *Employment Practices, Evaluation Methods, Personnel Policy, School Districts, *Teacher Effectiveness, Teacher Employment, Teacher Evaluation, *Teacher Orientation, *Teacher Persistence, Teacher Qualifications, *Teacher Recruitment, *Teacher Selection

Identifiers—Policy Implementation

The recruitment, selection, induction, and retention of capable teachers are interrelated processes involving schools' personnel, policies, and organization. This report explores issues surrounding these processes and discusses methods to improve districts' programs. Part 1, "Recruiting Teachers," describes the competition for capable teachers, argues for vigorous recruitment efforts, and offers recommendations for improving recruitment. "Selecting Teachers," part 2, considers that the most capable candidates may not be the first hired. The section investigates this phenomenon and presents guidelines for districts to reverse this trend. Decisions should be based on multiple measures, because teaching requires proficiency in interrelated fields. Support for beginning teachers is advocated in part 3, "Inducting Teachers." The first section addresses attrition among new teachers, industrial induction models, beginning teachers' needs, and the relationship between induction and competency. The second section examines three commonly used induction structures. Recommendations suggest ways to meet needs of new teachers and their schools. Part 4, "Retaining Teachers," begins with the proposition that conditions that attract good teachers often retain them–competitive wages, meaningful work, professional working conditions, and growth opportunities. Within each category, this part explores factors causing attrition and retention. Recommendations are offered for districts determined to retain capable teachers. A conclusion and a two-page bibliography complete the report. (CJH)

ED 279 104 EA 019 229

Recruiting and Selecting Teachers. The Best of ERIC on Educational Management, Number 88. AASA Edition.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 87

Contract—400-86-0003

Note—5p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Credentials, Educational Legislation, Elementary Secondary Education, Employment Interviews, Employment Qualifications, Evaluation Criteria, Evaluation Methods, *Literature Reviews, *Personnel Selection, Rural Schools, Search Committees (Personnel), Teacher Employment, Teacher Evaluation, *Teacher Recruitment, *Teacher Selection

The recruitment and selection of teachers are addressed in this summary of 11 journal articles and documents which are available through ERIC (Educational Resources Information Center). The first entry examines the selection process of hiring new teachers, focusing on tools used in making selection decisions. The second abstract deals with the hypothesis that opinions of the supervisors of elementary education students are more accurate predictors of rapid employment than are cognitive tests. The third outlines a policy created to select new teachers incorporating an applicant questionnaire, teaching demonstration, and group interviews. The fourth abstract focuses on the involvement of teachers in the selection of teachers. Entry five emphasizes the use of credentials and the interview in the teacher selection process. Entry six summarizes processes and focuses on interrelated skills. The seventh entry examines the needs of rural school districts in recruitment. The eighth notes a study finding that informal, personal selection methods may be as effective as variable screening methods. Entry nine reviews studies on teacher selection and suggests radical changes to maintain educational quality in the future. The tenth entry examines a laboratory simulation of how applicants react to recruitment and selection procedures. The final entry presents a review of legal issues relating to teacher selection. Document and article ordering procedures are included. (WTH)

ED 282 346 EA 019 450

Nelson, Erik

School Consolidation. ERIC Digest, Number Thirteen.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—85

Contract—400-83-0013

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Consolidated Schools, Cost Effectiveness, Educational Economics, Elementary Secondary Education, Enrollment, School Community Relationship, *School District Reorganization, *School District Size, School Funds, *School Size, School Zoning

Identifiers—ERIC Digests

Because larger schools offer advantages such as a greater variety of activities, economic efficiency, and a sense of identity in the community, schools are often combined. Beyond these positive effects, however, school consolidation has some negative aspects. These liabilities include less human contact, less input from teachers in decision-making, and fewer opportunities for change. Moreover, when a school is the only source of community services, its closure has a devastating impact after consolidation. Thus, the welfare of the community should be considered before making the decision to consolidate. (RG)

ED 282 347 EA 019 451

Nelson, Erik

Dropout Prevention. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Fourteen.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—85

Contract—400-83-0013

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *Dropout Prevention, Dropout Rate, *Dropout Research, *Dropouts, High Schools, Program Descriptions, Rehabilitation, *School Holding Power, *Student Attrition, *Withdrawal (Education)

Identifiers—ERIC Digests, Experimental Program for Orientation CO

High school dropouts are usually academic underachievers who adjust to social environments with difficulty. When they leave school, they develop even greater behavior problems and have more trouble getting employment than do high school graduates. To prevent dropouts, schools try to find funds for dropout prevention programs, work with agencies and organizations to guide teachers and students, and prepare dropout research. The Experimental Program for Orientation (EXPO) of Colorado achieved success by recognizing and working with eighth-grade students who were potential dropouts. This accomplishment is evidenced by increased grade point averages and only one dropout. (RG)

ED 282 348 EA 019 452

Nelson, Erik

Home Schooling. ERIC Digest, Number Fifteen.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—R-86-0003

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Liberties, Compulsory Education, Elementary Secondary Education, Home Programs, *Home Schooling, *Nontraditional Education, Parent School Relationship, *Private Education, *School Attendance Legislation, School Law

Identifiers—ERIC Digests

The prevalence of home schooling is increasing. Parents educate their children at home for the sake of security, morality, and educational quality. Not only does home schooling offer the advantages of closeness and security, but advocates also assert that education in the home results in greater reading proficiency. On the other hand, antagonists point out the lack of opportunity for socialization in home education and the inability of parents to cover all academic areas. Administrators who oppose home schooling also fear a decrease in state aid because of a drop in enrollment. But administrators are advised not to prosecute home schooling families. Instead, districts and home schooling families need to cooperate. (RG)

ED 282 349 EA 019 453

Scott, James

Communicable Diseases in the Schools. ERIC Digest, Number Sixteen.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—OERI-R-86-0003

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, *Communicable Diseases, Disease Control, Elementary Secondary Education, *Legal Responsibility, Public Health

Identifiers—*Acquired Immune Deficiency Syndrome, Education for All Handicapped Children Act, ERIC Digests

Parents fear the possible exposure of their children to Acquired Immune Deficiency Syndrome (AIDS) and herpes in the classroom. Yet infected children cannot simply be kept out of school; under the Education for All Handicapped Children Act, "handicapped" children must be accorded the same educational opportunities, in the same environment, as those provided to those who are not handicapped. Further, administrators can be sued both for excluding infected children from the classroom and for keeping them in school. Certain procedures should be followed when dealing with afflicted students. The tentative guidelines include a decision by health personnel, school personnel, and parents regarding the issue of whether the student should remain in school, and, if not, the child should receive an alternative education from school volunteers. Finally, sanitary measures should be taken to prevent the spread of communicable diseases in the classroom. (RG)

ED 282 350 EA 019 454
Scott, James
Choice in the Public Schools. ERIC Digest, Number Seventeen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Vouchers, Elementary Secondary Education, *Magnet Schools, *Open Enrollment, Parent Rights, Parent School Relationship, Private Schools, *Public Schools, *School Choice
Identifiers—ERIC Digests, *Minneapolis Public Schools MN, *Work Based Attendance (School Choice)

The three principal choices in primary and secondary education include home schooling, attendance at private schools, and attendance at public schools nearest the home. However, parents feel that more options are necessary, due to the inadequacy of particular public schools or the need for educational programs not offered in public schools. Thus, educators have proposed other programs, such as magnet schools, work-based attendance, and voucher systems. But magnet schools and work-based attendance provide little choice, and some educators fear that voucher systems would result in instability. Another schooling option is the open enrollment policy of the Minneapolis Public Schools, which offers a wide array of programs. This policy is most effective in a district with a large population. (RG)

ED 282 351 EA 019 455
Scott, James
Day Care in Schools. ERIC Digest, Number Eighteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—After School Programs, *Day Care, *Day Care Centers, Elementary Secondary Education, Employed Parents, Latchkey Children, Legal Responsibility, *School Age Day Care, *School Responsibility
Identifiers—ERIC Digests

Due to the number of children who are left unsupervised after school, schools are becoming involved in day care. A school may allow a day care center to function on its premises, form a partnership with another organization to run a day care center jointly, or run a day care program by itself. Although principals, teachers, or parents may instigate the involvement of schools in day care, the cooperation and support of all three groups is essential. Among the benefits of such a program are cost effectiveness and convenience. Legally, if the school provides only the facilities for day care, it is liable for the maintenance of those facilities. However, if the school is in charge of the entire operation, it is responsible for everything that happens on the premises. (RG)

ED 282 352 EA 019 456
Scott, James
Teacher Tenure. ERIC Digest, Number Nineteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board Administrator Relationship, Declining Enrollment, Elementary Secondary Education, Nontenured Faculty, *Probationary Period, Reduction in Force, Teacher Administrator Relationship, *Teacher Dismissal, Teacher Employment Benefits, *Teacher Rights, *Tenure, *Tenured Faculty
Identifiers—ERIC Digests

Teachers with tenure possess certain privileges. For instance, they are permitted a hearing before the school board when they are threatened with dismissal. The failure of tenured teachers to maintain standards must be proved by the administration. In the case of probationary teachers, the school board has almost unlimited power to renew or not to renew contracts. When dismissal is a matter of financial cutbacks, school boards have more freedom. For example, tenured teachers may be let go if a plethora of instructors teach the same subject, while probationary teachers may be retained if there are few instructors teaching their subject. To maintain an effective tenure policy, administrators and school boards should establish definite standards for probationary teachers; administrators should present a tenured teacher's failings to the school board; and, finally, the school board, teachers, and administrators need to deal fairly with reductions in force. (RG)

ED 284 372 EA 019 611
Liontos, Demetri
Collaborative Bargaining in Education. ERIC Digest Series, Number 20.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—OERI-R-86-0003
Note—4p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Collective Bargaining, *Cooperative Planning, Educational Cooperation, Elementary Secondary Education, *Employer Employee Relationship, Intergroup Relations, Interprofessional Relationship, *Labor Relations, Morale, *Participative Decision Making, Unions
Identifiers—*Collaborative Bargaining, ERIC Digests

Adversarial collective bargaining often leads to lingering resentments. Collaborative bargaining, conversely, is a problem-solving approach to contract negotiations based on common interests and mutual respect. It is estimated that at least 500 school districts nationwide incorporate major elements of the collaborative approach in their collective bargaining. Elements that help to foster cooperation are trust and respect for colleagues. For school districts to incorporate collaborative bargaining in their negotiations, they should: obtain information and resources about what others using this approach have done; attend courses or workshops; and establish joint committees to work on school problems. (TE)

EC

ED 276 178 EC 190 944
Kitano, Margie K., Ed. Chinn, Philip C., Ed.
Exceptional Asian Children and Youth. An ERIC Exceptional Child Education Report.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-165-X
Pub Date—86
Contract—400-84-0010
Note—78p.; A collection of papers based on presentations given at a symposium (Anaheim, CA, April 12-13, 1985)
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($7.00, $5.95 members; Publication No. B620.
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Asian Americans, Child Rearing, *Cultural Differences, Curriculum Development, Delivery Systems, Demography, *Disabilities, *Educational Needs, Elementary Secondary Education, *Ethnic Groups, Family Characteristics, *Gifted, Indochinese, Limited English Speaking, Pacific Americans, Parent Attitudes, Psychoeducational Methods, *Student Characteristics, Student Evaluation

Intended as a means of sharing information with educators and other professionals who work with exceptional Asian American children and families, the monograph includes six papers growing out of a symposium and addressing issues related to demographics, characteristics and needs, parents and families, assessment, and curriculum and service delivery models. In the paper "Demographic Characteristics of Exceptional Asian Students," Kenyon S. Chan and Margie K. Kitano emphasize the diverse nature of cultural groups included in the term "Asian and Pacific Americans" and address demographic characteristics of these groups. Philip C. Chinn and Maximino Plata, in "Perspectives and Educational Implications of Southeast Asian Students," provide a comprehensive discussion of the unique problems of Indo-Chinese children. In "Psychoeducational Assessment of Asian Students," Brian Leung discusses issues and makes suggestions regarding the assessment of Asian children and the use of interpreters. Sam Chan, in "Parents of Exceptional Asian Children," relates culture, child rearing practices, and parent perceptions of exceptionality to methods for working with parents and families. Margie K. Kitano, in "Gifted and Talented Asian Students," examines another aspect of exceptionality and provides suggestions for working with gifted Asian and Pacific American children. In "Curriculum Development for Limited-English-Proficient Exceptional Chinese Children," Donna M. Chan addresses the development of curriculum materials for Chinese children, based on their learning and perceptual styles. (CB)

ED 276 179 EC 190 945
Cegelka, Patricia Thomas And Others
Educational Services to Handicapped Students with Limited English Proficiency: A California Statewide Study. An ERIC Exceptional Child Education Report.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-166-8
Pub Date—86
Contract—400-84-0010
Note—122p.; For a related document, see ED 254 967.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.00, $6.80 members; Publication No. B621.
Pub Type— Reports - Research (143) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administration, Annotated Bibliographies, Bias, Cultural Differences, *Delivery Systems, *Disabilities, Elementary Secondary Education, Incidence, *Limited English Speaking, Needs Assessment, Parent Role, Spanish Speaking, State Surveys, *Student Evaluation,

*Student Placement, Teacher Characteristics, *Teaching Methods
Identifiers—*California

A product of a statewide (California) survey of 104 school districts and 9 county educational agencies, the report focuses on promising practices for use with handicapped children of limited English proficiency (LEP). In Phase One, seven categories of promising practices or program attributes were identified:(1) first and second language development, (2) cultural considerations, (3) teacher competencies and staff development, (4) administrative interface and collaboration, (5) nonbiased assessment, (6) educational placement and programming, and (7) parent involvement. The area of promising practice most frequently identified by survey participants was nonbiased assessment. Major findings of the Phase Two survey of current educational practices included the proportional representation of LEP students in special education, frequent consideration of language problems in the assessment of LEP students, and a Spanish emphasis. The third phase involved compiling an annotated bibliography on the professional literature dealing with special education services for the culturally and/or linguistically different handicapped student. The 112 citations which make up the bulk of this publication are grouped according to the seven categories of promising practices. The final phase is an analysis and summary of findings for each of the seven categories. The need for the field to focus more on qualitative questions of program placement and educational delivery as well as on ways to more meaningfully involve parents is stressed. Appendices provide (1) a breakdown of the components of each of the promising practices categories, and (2) a set of forms describing promising practices of various school districts. Twelve pages of references are also provided. (DB)

ED 276 245 EC 191 717
Prehm, Herbert J., Ed.
The Future of Special Education. Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986).
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-171-4
Pub Date—87
Contract—400-84-0010
Note—392p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($20.00, Publication No. B623).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—*Disabilities, *Educational Policy, *Educational Trends, Elementary Secondary Education, Exceptional Child Research, Federal Legislation, *Futures (of Society), Parents, *Policy Formation, Population Trends, School District Size, *Special Education, Special Education Teachers, Teacher Education, Trend Analysis
Identifiers—Council for Exceptional Children, Education for All Handicapped Children Act

The proceedings of the 1986 Symposium on the Future of Special Education contains 12 papers. Presenters represented the following groups: state education agency directors, large school district directors, small school district directors, teachers, parents, teacher educators, researchers, and Canadian school administrators. An initial paper by F. Weintraub presents the series of goals developed by the Symposium and the Council for Exceptional Children. The remaining papers have the following titles and authors: "Current and Emerging Forces Impacting Special Education" (J. Yates); "Implementation of P.L. 94-142 and Its Accomplishments, Problems and Future Challenges: A State Education Agency Perspective" (J. Schrag); "Special Education in a Small School District: Past, Present, and Future" (J. McGlothlin); "The Role of Research in the Future of Special Education" (J. Gallagher); "The Journey of a Teacher: Bridging Gaps, Traveling New Roads" (M. D. Barringer); "The Future of Special Education: A Parent's Case Study" (P. McGill Smith); "Education for Exceptional Students Case Study: A Large District 1976-1986" (D. Gillespie); "The Professional Odyssey of Dr. Kairo Aorist: A Case Study of Teacher Preparation in Special Education" (P. Cegelka); "Special Education in Canada: Past, Present and Future" (C. Hodder); "Special Education in the Year 2000 and Beyond: A Proposed Action Agenda for Addressing Selected Ideas" (M. Semmel); "Framework for Policy and Action in Special Education: An International Perspective" (R. Gall). Appended are lists of the symposium planning committee and the 50 participants. (DB)

ED 280 211 EC 191 799
Greenburg, David E.
A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—ISBN-0-86586-167-6
Pub Date—87
Contract—400-84-0010
Note—24p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. 315; $6.00; CEC members $5.10).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Administrator Role, Consultants, *Delivery Systems, Disabilities, Educational Finance, Educational History, *Educational Responsibility, Elementary Secondary Education, *Public Education, Resource Room Programs, School Personnel, *Special Education, Special Education Teachers
Identifiers—Effective Schools Research, *General Special Education Relationship

Directed to leaders and administrators in education, the monograph reviews issues, practices, and possibilities in the interface between special educators and general educators at the service delivery or decision making levels. The first chapter examines the development of public educational systems with sections on the historical context, the present status of the resource room model, the present status of the teacher consultant model, and the possibility of system unification. The next chapter considers the concept of shared responsibility, with focus on prereferral and teaming as shared responsibilities. The third chapter discusses personnel role changes in sections on role change and preparation needs for special educators, general educators, and administrators, respectively; as well as the impact of the effective schools movement. The final chapter is on fiscal concerns, especially the impetus given by limited funds for effective interaction between general and special education. Each chapter ends with a brief summary and lists responsibilities of local special education administrators. These include the need to seek models through which productive merging of special and general education resources and programs may be institutionalized and to seek out ways to reduce duplication and conserve the fiscal resources of both general and special education. (DB)

ED 282 380 EC 192 724
Jordan, June B., Ed. Ramirez, Bruce A., Ed.
Special Education Yearbook, 1986.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-168-4
Pub Date—87
Contract—400-84-0010
Note—155p.; For related documents, see ED 276 245. Tables may not reproduce. Some tables contain small print.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($15.00, $12.75 member price; Publication No. 316).
Pub Type— Numerical/Quantitative Data (110) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Disabilities, *Educational Legislation, Educational Objectives, Educational Policy, *Federal Legislation, *Federal Programs, Financial Support, Futures (of Society), *Gifted, *Special Education, Special Education Teachers, State Standards
Identifiers—Canada, Education for All Handicapped Children Act, Project Head Start

This yearbook provides special education information (for the period July 1, 1985 to June 30, 1986) including federal policy actions, state policy, important reports, statistical data on exceptional students served and personnel employed, and directory listings of key offices and officials concerned with special education. Summaries are presented of legislation affecting the education of exceptional children and youth, federal administrative actions, and judicial decisions. A set of goals is presented for providing exceptional children in the United States and Canada with a high-quality education. Other reports include the executive summary of the Eighth Annual Report to Congress on the Implementation of the Education of the Handicapped Act and information regarding handicapped children in Head Start programs. Six figures and 62 tables provide information on the number of exceptional children served in various programs, children served in Head Start programs, environments where handicapped children are served, special education teachers, other school staff, federal special education funding, Canadian special education statistics, and special education annual awards. Directory information is included for federal resources, state directors of special education, state coordinators for the gifted and talented, and Canadian special education officials. (CB)

ED 284 383 EC 192 800
Burnette, Jane
Adapting Instructional Materials for Mainstreamed Students: Issue Brief 1.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Pub Date—Jun 87
Contract—400-84-0010
Note—23p.; A product of the ERIC/SEP Special Project on Interagency Information Dissemination.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Instructional Materials, Mainstreaming, *Material Development, *Media Adaptation, Special Education

The report describes the procedures and products of seven materials adaptation projects sponsored by the Office of Special Education Programs in the U.S. Department of Education and discusses ideas and techniques that can be adopted by school districts in their own materials adaptation efforts. Project requirements prescribed that adaptations should result in materials that could be used independently by students, would be adaptable to a variety of disabilities, would be accompanied by supplements (such as manipulatives and games), would have different entry levels, and would provide for evaluation of student progress. The report is organized according to the eight steps of curriculum adaptation used by the projects to develop their adapted materials: (1) develop a learner characteristics profile; (2) determine teachers' instructional needs; (3) analyze textbook and compare with needs of learners and teachers to determine areas requiring modification; (4) determine specific modifications to be made; (5) develop goals and objectives for the adaptations; (6) implement ongoing formative evaluation; (7) select and train teachers for field testing; and (8) produce prototype, evaluate, and revise to develop final product. Appendixes provide descriptions of the seven funded projects and their products and a bibliography. (DB)

FL

ED 276 296 FL 016 277
Meloni, Christine F.
Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-82-009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Acculturation, *College Role, College Students, Counseling Services, *Culture Conflict, *Foreign Students, Higher Education, Interpersonal Relationship, Majors (Students), Marital Status, School Orientation, Second Language Instruction, Sex Differences, Sociocultural Patterns, Stress Variables, *Student Adjustment, Student Characteristics

Large numbers of foreign students attend United States colleges and universities, and the institutions can play a major role in facilitating the students' adjustment to life in a new culture. The foreign students' most common problems include homesickness, finances, housing and food, English language proficiency, understanding lectures and participating in class discussions, preparing written and oral reports, understanding American social customs, making friends, forming relationships with the opposite sex, and acceptance in social groups. The major variables affecting student adjustment are national origin, undergraduate versus graduate status, sex differences, marital status, and major field of study. Institutions can ease the adjustment process by making available English language instruction, orientation programs, counseling, host family programs, and programs linking foreign students with American student study partners. (MSE)

ED 276 297 FL 016 278
Harrison, John S.
Microcomputers and Second Language Teaching: The Second Wave. Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Computer Assisted Instruction, Computers, *Computer Software, Computer Uses in Education, Educational Change, Educational Objectives, Elementary Secondary Education, Higher Education, Media Selection, *Microcomputers, *Networks, *Second Language Instruction, *Technological Advancement, Telecommunications

In keeping with the increased use of computers in schools, the available software for foreign language instruction has grown to over 1,000 titles, mostly of the drill and practice type, and professional associations are reviewing software and computer-related instructional techniques. However, there seems to be no clear direction for the future of microcomputer use in foreign language education at this time, and developments in the profession seem to have reached a plateau. The next few years, seen as the second wave of computer use, will be spent determining where and how computer-based instruction fits into the perceived goals and directions of foreign language teaching in general, with increased emphasis on the accountability of the technology. Problems persist in the production, evaluation, and availability of high-quality software for classroom use. However, the cost of hardware continues to decrease, and technological advancements and adaptations hold considerable promise for foreign language instruction. In addition, innovative networking and telecommunications arrangements are beginning to link teachers, students, and instructional materials at long distances and with little expense. (MSE)

ED 276 298 FL 016 279
Morain, Genelle
The Role of Culture in Foreign Language Education. Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Cross Cultural Training, Cultural Awareness, *Cultural Education, Educational Objectives, Educational Strategies, Instructional Materials, *Intercultural Communication, *Second Language Instruction

Those who warn that the United States is handicapped by a state of international illiteracy are concerned both that Americans are unable to communicate in other languages and that most are unprepared to operate with sensitivity in cross-cultural situations. Culture refers to the view of the world shared by members of a group, the patterns of behavior deriving from that view, and the utilitarian and expressive forms evolving from both. For many years, foreign language departments concentrated on presenting culture as events of history in the context of art, music, and literature. The profession now seems committed to teaching the sociological aspects of culture as well as traditional civilization content, focusing on language as a manifestation of culture. The most valuable benefits from studying another culture are humility, awareness of one's own culture, and the understanding that difference is not a negative quality. The foreign language profession is currently working to better define the goals of cultural education. Materials for cultural instruction should be context-rich, experience-based, and have the foreign language as their focus. Despite the large amount of time needed to teach both language and culture, the two are best taught together, holistically, in order to achieve international understanding. (MSE)

ED 276 299 FL 016 280
Lowe, Pardee, Jr. Liskin-Gasparro, Judith E.
Testing Speaking Proficiency: The Oral Interview. An Update. Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Interviews, *Language Proficiency, *Language Tests, *Oral Language, Speech Skills, *Test Format, Test Reliability, *Test Use, Test Validity
Identifiers—*Oral Proficiency Testing

The oral interview (OI) is a testing procedure that measures a wide range of speaking abilities in a foreign language. Although somewhat different versions are used in different testing situations, the OI always consists of a structured, face-to-face conversation on a variety of topics between a student and one or two testers. The resulting speech sample is rated on a scale whose specific range is determined by the testing agency. The OI was developed by the Foreign Service Institute and has been refined continuously by the Interagency Language Roundtable. The proficiency scale and interview have attracted increased interest in academic circles, both for testing and as an organizing principle for developing curriculum. They have demonstrated a high degree of reliability and validity, and the OI is appropriate when proficiency testing is warranted or desired, as for placement testing, before and after intensive language training, before and after living abroad, at the end of a major sequence of high school or college courses, for course equivalency, for teacher certification, and for assessing language program effectiveness. Formal tester training and certification are available through professional associations, and individuals can also have their own proficiency tested by contacting certified testers through the American Council on the Teaching of Foreign Languages. (MSE)

ED 276 300 FL 016 281
Zimmer-Loew, Helene
Travel Study Programs for Secondary Students: Guidelines for Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, Cross Cultural Training, Educational Objectives, Foreign Countries, *High School Students, Information Sources, Intercultural Communication, Orientation, *Program Design, *Program Implementation, Secondary Education, Second Language Learning, *Study Abroad, *Travel

Short-term travel study programs for high school students offer international interpersonal encounters, exposure to foreign languages, and opportunities for students to develop a sense of global citizenship and international responsibility. There appears to be a growing interest among educators in involving students in foreign travel and study. A short-term overseas program can take several forms, but the combination of travel with study and a homestay is preferred for promoting growth in foreign language ability and appreciation, international awareness, adaptability, non-materialism, and independence and responsibility. School administrators need information about the legal and insurance aspects of such a program as well as particulars concerning quality, itinerary, costs, program administration, and past program record in order to choose or approve adoption of a program. Details to be organized or investigated include provisions for transportation, lodging, meals, tips, entertainment, gifts, passports and visas, insurance, baggage, medical treatment, and student screening. Student orientation should focus on cultural similarities and differences and on language abilities and personal skills needed to adjust to the new environment. The use of role-playing, simulation, and reading a variety of related books is also recommended. (MSE)

ED 276 301 FL 016 282
Kennedy, Dora F.
Exploratory Foreign Language Courses in the Middle or Junior High School. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 85
Contract—400-82-0009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, *Course Organization, Inservice Teacher Education, Instructional Materials, Interdisciplinary Approach, *Introductory Courses, *Junior High Schools, Language Enrichment, Language Teachers, *Middle Schools, School Districts, Secondary Education, *Second Language Instruction, Second Language Learning
Identifiers—ERIC Digests, *Foreign Language Exploratory Program

Exploratory language courses are self-contained, nonsequential, interdisciplinary courses designed to introduce students to a variety of languages and cultures. They are usually offered in middle and junior high schools, to give students in the young adolescent stage of development a chance to explore a range of academic and vocational fields. They originated in the 1920s, but lost popularity to elementary school sequential language courses and were revived only in the 1970s. Course content generally consists of general language study conducted in English, trial study of several languages, or a combination. It may also include Latin, the United States' language heritage, career awareness, and languages not included in the school curriculum. Implementation requires a detailed curriculum and guide, a basic daily lesson format including foreign language practice, exercises linking the foreign language with English skills and vocabulary building, culture, phrase review, and songs. Scheduling can be very flexible. The teachers are most often foreign language teachers, but all should have an orientation session. Materials can be adapted from those already used in social studies and foreign language departments. Some successful school district programs are willing to share their experiences and materials. (MSE)

ED 276 302 FL 016 283
Wing, Barbara H.
Foreign Language Teacher Certification. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84
Contract—400-82-0009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Higher Education, *Language Proficiency, *Language Teachers, Second Language Instruction, Standardized Tests, *Teacher Certification, Teacher Education, Teacher Effectiveness, Teacher Qualifications, Teacher Supply and Demand, *Teaching Skills
Identifiers—ERIC Digests

The typical route to certification for beginning foreign language teachers requires the candidate to complete an approved program of teacher education in a four-year institution, have a certain minimum grade point average, and have completed a specified number of foreign language credit hours. Notable trends in foreign language teacher certification include increased teacher competency assessment, reappraisal of teacher preparation programs and certification procedures, and increased use of proficiency standards for evaluating teachers. Critical issues in foreign language teacher certification include a greater demand for teachers with higher proficiency levels and more technical competence in teaching, the need to identify competencies necessary for successful teaching, and exploration of the relationship between test scores and teacher effectiveness. Other changes in teacher certification that would be beneficial for foreign language instruction include increased undergraduate language major requirements, requirement of a variety of supervised clinical experiences, certification based on observed classroom performance as well as written and oral tests, and periodic mandatory recertification. (MSE)

ED 276 303 FL 016 284
Jarvis, Gilbert A. Bernhardt, Elizabeth B.
Foreign Language Teacher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-82-0009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), Curriculum Development, *Educational Improvement, Educational Trends, Elementary Secondary Education, Higher Education, Language Proficiency, *Language Teachers, Second Language Instruction, Teacher Certification, *Teacher Education, *Teacher Education Curriculum, Teacher Qualifications, Trend Analysis
Identifiers—ERIC Digests

Foreign language education professionals agree that the profession lacks an established theory and methodological consistency. Foreign language teacher education has not changed much since the 1960s. Most programs consist of subject-matter content, general education requirements, and specialized education courses. Teacher trainee supervisors do not always have experience in foreign language instruction. Legislatively and politically, foreign language teacher education shares many characteristics and problems with other teacher education areas, but competency to teach a foreign language differs in one fundamental way from most other subject areas in that a foreign language teacher cannot compensate for subject-matter (language) deficiencies through short-term research alone. This makes language competence a more crucial long-range consideration in teacher training. Indications of improvement in foreign language teacher education include a shift in emphasis from teacher training to teacher development, increased focus on teacher self-assessment, and an expressed desire for higher program accreditation standards. A tendency toward isolationism in foreign language teacher education points up the need for a unique knowledge base within the profession, leading to more enlightened teacher preparation. (MSE)

ED 276 304 FL 016 285
Hamayan, Else
The Need for Foreign Language Competence in the United States. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Attitude Change, Change Strategies, Cognitive Development, Cultural Awareness, Educational Assessment, *Educational Improvement, *Educational Needs, Elementary Secondary Education, International Relations, International Trade, *Language Attitudes, *Language Proficiency, Monolingualism, Second Language Instruction, Second Language Learning, Time Factors (Learning)
Identifiers—ERIC Digests

Americans generally lack foreign language competence, and their exposure to foreign languages in the United States is inadequate. Foreign language instruction is deficient in both quality and quantity, and although there are indications of improvement in both areas, it will be many years before the effects of improvements are clear. The consequences of generalized language incompetence include an international trade gap that threatens both short- and long-term economic stability, inadequate intelligence and international communication that threaten national security, and cultural isolation. Foreign language instruction should begin as early as possible in children's education to be maximally effective. All students, not just the gifted, are likely to benefit from foreign language exposure. The first step toward becoming a language-competent society is a commitment to language study at all levels of the school system, using the institutionalization of language and culture study to improve language and cultural attitudes. (MSE)

ED 276 305 FL 016 286
Weatherford, H. Jarold
Personal Benefits of Foreign Language Study. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Development, Cultural Awareness, *Educational Benefits, Education Work Relationship, *Intercultural Communication, Problem Solving, Rewards, *Second Language Learning, *Travel
Identifiers—ERIC Digests

There is an increasing awareness of the usefulness of foreign language training in a number of seemingly diverse areas. Foreign language students develop not only technical skills related to language use but also tangible advantages in the job market because of their increased communication skills. Mastery of languages also enhances the enjoyment of travel abroad and reduces frustration and isolation during travel in other countries. Increased international business opportunities have made meaningful communication and understanding between cultures more valuable, and the individual's ability to understand and empathize across cultural lines is increased with language study. In addition, research suggests that foreign language study enhances both cognitive development and academic achievement. While it is certain that people familiar with more than one language and culture can communicate more effectively with people of other countries and cultures, it is also possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options. (MSE)

ED 276 306 FL 016 287
Kreidler, Carol J.
ESL Teacher Certification. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *English (Second Language), *Evaluation Criteria, Higher Education, *Language Teachers, Limited English Speaking, Non English Speaking, Second Language Instruction, *State Standards, *Teacher Certification, Teacher Education, Teacher Education Curriculum, *Teacher Qualifications
Identifiers—ERIC Digests

Census-based estimates suggest that at least 3.5 million children in the United States are limited-English-proficient or non-English-speaking. Half of all U.S. teachers have one or more of these children in their classes, but only one in 17 has any specific training to teaching English as a second langage (ESL). Of those actually teaching ESL classes, most have little or no specialized training. ESL instruction requires unique background and skills, and ESL teacher certification is needed to legitimize and institutionalize the field as licensure has in other specialized fields. Recommended ESL teacher education program elements include academic specialization (study of language in general and the systems of English, language learning processes, and language in culture), instructional methodology and assessment, teaching experience, and the learning of another language's linguistic structure and culture. At least 26 states and the District of Columbia have established certification or endorsement of ESL teachers, but not all of those states require teacher qualification in all of those program areas. (MSE)

ED 276 307 FL 016 288
Herron, Carol A.
Foreign Language and International Studies High Schools. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 85
Contract—400-82-0009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Administrative Problems, Cross Cultural Training, Cultural Enrichment, Elitism, Financial Support, *High Schools, *International Studies, Magnet Schools, Program Administration, *Program Design, Secondary School Curriculum, *Second Language Programs
Identifiers—ERIC Digests

Most language and international studies high schools (LISHS) are established as public magnet schools and stress voluntary enrollment. Generally, the academic curriculum emphasizes foreign languages, social sciences, and communications for participation in an international environment. Students are expected to graduate with functional competence in at least one foreign language. The program also includes a traditional secondary school curriculum, field trips, independent study, and cultural exchange programs. The programs can be designed to be housed in a separate building or, more commonly, as a school within a school. Financing and other support through local resources is preferred to dependence on federal grant support. Some issues of LISHS remain to be addressed, including staffing problems and the perception or threat of elitism. Some schools allow students to choose between preparing for a career-focused internship with an international company abroad or in urban America, and preparing for the International Baccalaureate Diploma during the last two years of school. The creation and maintenance of more LISHS will depend on the intelligence, commitment, and interest of educators, parents, and local leaders. (MSE)

ED 277 280 FL 016 386
Doggett, Gina
Eight Approaches to Language Teaching.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Dec 86
Contract—400-86-0019

Note—7p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiolingual Methods, *Classroom Communication, *Classroom Techniques, Communicative Competence (Languages), *Educational Objectives, Grammar Translation Method, *Learning Processes, *Second Language Instruction, Student Role, Suggestopedia, Teacher Role, *Teaching Methods
Identifiers—Community Language Learning, Error Correction (Language), Silent Way (Gattegno), Total Physical Response

Important features of eight second language teaching methods–grammar-translation, direct, audiolingual, the Silent Way, Suggestopedia, community language learning, Total Physical Response, and the communicative approach–are summarized . A chart outlines characteristics of these aspects of the methods: goals, teacher and student roles, the teaching/learning process, student-teacher and student-student interaction, dealing with feelings, view of language and culture, the aspects of language emphasized, the role of the students' native language, means for evaluation, and response to student errors. The report also lists additional information sources. (MSE)

ED 278 255 FL 016 394
What Is Linguistics? ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Applied Linguistics, Definitions, Information Sources, *Language Research, *Linguistics, *Psycholinguistics, *Sociolinguistics, *Structural Analysis (Linguistics), Structural Grammar, Traditional Grammar, Transformational Generative Grammar
Identifiers—ERIC Digests

Linguistics is the study of human language, and has several major divisions: formal linguistics, sociolinguistics, psycholinguistics, and applied linguistics. Formal linguistics is the study of grammar, or the development of theories about how language works and is organized. Within formal linguistics there are three major schools of thought: traditional, structural, and generative/transformational grammar. The principal areas of study within the field are phonetics, phonology, morphology, syntax, and semantics. Sociolinguistics is the study of language as a social and cultural phenomenon, and includes the study of language variation, language and social interaction, language attitudes, and language planning. Psycholinguistics is the study of the relationship between linguistic and psychological behavior, including first and second language acquisition, the relationship of language and cognition, and the processes by which humans store and retrieve linguistic information. Applied linguistics is concerned with the use of linguistic research findings for the solution of practical problems and for innovation in everyday language matters such as language teaching, literacy education, development of grammars and alphabets for unwritten languages, lexicography, legal matters involving language, and speech synthesis and recognition. (MSE)

ED 279 205 FL 016 521
Simich-Dudgeon, Carmen
Parent Involvement and the Education of Limited-English-Proficient Students. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Cooperation, Educational Research, Elementary Education, Family Involvement, High Schools, High School Students, *Limited English Speaking, Parent Influence, *Parent Participation, *Parent Role, *Parent School Relationship, *Program Development, *Program Effectiveness, Public Schools, School Districts
Identifiers—ERIC Digests

Over the last two decades, there has been a growing body of research evidence suggesting important benefits to be gained by elementary-age schoolchildren when their parents provide support, encouragement, and direct instruction in the home and school and maintain good communication with the school and related organizations. Involvement is often a new concept to limited-English-proficient (LEP) parents, sometimes interpreted as interference, and may be limited by language proficiency. However, parent-school collaboration at home can be encouraged, and bilingual community liaisons may help bridge cultural and language differences between school and home. Such a program was conducted by the Trinity-Arlington Teacher and Parent Training for School Success Project, using home lessons from the Vocationally-Oriented Bilingual Curriculum (VOBC). Research in both English-proficient and LEP populations shows that parent involvement at home can be highly successful in improving parent knowledge to assist children in improving their attendance and behavior, as well as achievement levels. Development of parent involvement programs should begin with the training of school personnel in establishing home-school collaboration with LEP parents', the effort should also include a member of the parents' language community who can serve as the bilingual community liaison. (MSE)

ED 279 206 FL 016 522
Dale, Terry Corasaniti
Limited-English-Proficient Students in the Schools: Helping the Newcomer. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, Counseling Services, Cultural Awareness, Elementary Secondary Education, Helping Relationship, Information Dissemination, *Limited English Speaking, Organizational Communication, Parent Participation, Peer Relationship, Public Schools, *Pupil Personnel Services, Scheduling, *School Orientation, *School Role, *Social Support Groups, Student Needs, Student Placement, Student School Relationship, Translation
Identifiers—ERIC Digests

Limited-English-proficient (LEP) students and their parents need a network of support to familiarize themselves with school routines, so they may understand and comply with school rules and regulations, take advantage of many school-related services, and successfully follow their course of study. Administrators can help by ensuring that information about new LEP students is available to school personnel, parents, and students. This includes having names of interpreters who can be called on and making available to teachers a list of LEP students and their backgrounds. The most important and challenging task for staff is finding ways to integrate LEP students into academic activities. This requires time and resources, and could include assessing students' level of academic skills in their native language, assessing English proficiency, scheduling intensive English instruction, and conducting regular discussion sessions with school staff and resource people about the students' languages, cultures, and school systems. Students can help by participating in a buddy system pairing an LEP student with either a native English-speaking peer or a student who speaks his own native language. Administrators and teachers should also encourage LEP students and their parents to participate in social and academic activities, particularly to teach about or celebrate their native cultures. (MSE)

ED 281 366 FL 016 643
Peyton, Joy Kreeft
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students. Q & A.
California Univ., Los Angeles. Center for Language Education and Research.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—Apr 87
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Classroom Communication, Classroom Techniques, Communicative Competence (Languages), *Dialogs (Language), Elementary Secondary Education, *English (Second Language), *Interpersonal Communication, Learning Activities, *Limited English Speaking, *Teacher Student Relationship, Writing Skills
Identifiers—*Dialogue Journals

A dialogue journal is a written conversation in which a student and teacher communicate regularly over a period of a semester or a school year. The student may write as much as he chooses on any topic, and the teacher responds, introduces new topics, offers observations, clarifies, and asks and answers questions. Teachers use dialogue journals to extend contact time with individual students, expand student participation, gain feedback about classroom issues, and promote language acquisition and writing development. Considerable teacher time is required to read and respond to student entries, but teachers have found ways to make the task manageable and productive. The journals can be used with all students, both native and non-native English-speakers, at differing levels of confidence and skills. Less literate students can begin by drawing pictures, and teachers can respond initially with pictures and a few words. Each student should have a bound and easily portable notebook used only for this purpose. The writing must be done regularly, in or out of class, with the frequency determined by the student's and teacher's needs. Initially, the teacher may determine a minimum entry and should ensure confidentiality. Both teacher and student should be expected to be good conversationalists and interesting writers and to enjoy the task. (MSE)

ED 283 385 FL 016 783
Krahnke, Karl
Approaches to Syllabus Design for Foreign Language Teaching. Language in Education: Theory and Practice, No. 67.
Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-13-043837-5-01
Pub Date—87
Contract—400-86-0019
Note—105p.
Available from—Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994 ($9.33).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Communicative Competence (Languages), Course Content, *Course Descriptions, *Course Organization, *Curriculum Design, *English (Second Language), *Notional Functional Syllabi, Program Implementation, *Second Language Instruction, Skill Development, Structural Grammar, Student Centered Curriculum
Identifiers—*Content Area Teaching

An examination of foreign language syllabus design reviews current literature on six syllabus types and discusses the process of choosing and integrating syllabi for classroom use. The six syllabus types are structural, notional-functional, situational, skill-based, task-based, and content-based, characterized as differing by increasing attention to language use and decreasing attention to language form. Possible suggestions for using each type are suggested, and each is evaluated. Grounds for choosing a syllabus type and various ways of combining and implementing them in a foreign language teaching program are discussed. The discussion focuses on the teaching of English as a second or foreign language because of the extensive literature in this area and the ease with which it can be generalized to instruction in other languages. An annotated bibliography and a list of references are included. (MSE)

ED 283 386 FL 016 784

Wong, Rita

Teaching Pronunciation: Focus on English Rhythm and Intonation. Language in Education: Theory and Practice, No. 68.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0019

Note—94p.

Available from—Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994 ($9.33).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age Differences, Articulation (Speech), Class Activities, Classroom Techniques, Diagnostic Teaching, Educational Objectives, *English (Second Language), *Intonation, Language Proficiency, *Language Rhythm, Learning Motivation, *Listening Skills, *Pronunciation Instruction, Second Language Instruction, Skill Development, Syllables

Identifiers—*Pitch (Language)

A discussion of pronunciation instruction in English as a second language begins with comments on preparing for pronunciation work in the classroom and goes on to examine the rhythm of English and the characteristics of intonation. The chapter on preparing for pronunciation work focuses on: accounting for learner variables, motivating learning, identifying realistic objectives, diagnosing proficiency, the need for a systematic approach, focusing listening opportunities, developing effective listening skills and a comfortable level of fluency. The chapter on English rhythm examines what rhythm is, introducing how it functions in English, teaching syllable length, pauses and thought groups, and rhythm and linking sounds. The third chapter defines intonation and looks at teaching students to hear pitch changes, using pitch to separate clauses and phrases, and the qualities of focus, prominence, and contrast. Each chapter includes exercises. Pronunciation instruction for individual sounds is not discussed. A sample diagnostic checklist and sample texts marked for intonation are included. (MSE)

ED 283 387 FL 016 785

Crandall, JoAnn, Ed. And Others

ESL through Content-Area Instruction: Mathematics, Science, Social Studies. Language in Education: Theory and Practice, No. 69.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-13-284373-0-01

Pub Date—87

Contract—400-86-0019

Note—140p.

Available from—Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994 ($9.33).

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Classroom Communication, Classroom Techniques, Course Content, Course Organization, Curriculum Development, Educational Strategies, Elementary Secondary Education, *English (Second Language), *English for Special Purposes, Instructional Materials, Language Processing, Language Proficiency, Lesson Plans, *Limited English Speaking, *Mathematics Instruction, Problem Solving, *Science Instruction, Second Language Instruction, *Social Studies, Vocabulary Development

Identifiers—*Content Area Teaching

Three essays focus on integrating subject matter and the English used to communicate it as a technique for teaching limited-English-proficient students. "Integrating Language and Mathematics Learning," by Theresa Corasaniti Dale and Gilberto J. Cuevas, discusses the vocabulary, syntax, semantics, and discourse features of mathematics; the role of language learning in mathematics, including the relationship of language proficiency and mathematics achievement and the phenomenon of mathematical thinking; learning mathematics through a second language and a second language through mathematics; specific instructional strategies for integrating the two; mathematics-based strategies for the English-as-a-second-language (ESL) classroom; and developing problem-solving activities to promote second language learning. "ESL and Science Learning," by Carolyn Kessler and Mary Ellen Quinn, examines the relationship between science processes and language; the ethnoscientific perspective and language; language acquisition processes in science contexts; and adapting materials for science and ESL development. "ESL and Social Studies Instruction," by Melissa King, Barbara Fagan, Terry Bratt, and Rod Baer, discusses why social studies is or should be a component of ESL instruction; aspects of curriculum development and program design; staff development and teacher training issues; and effective teaching strategies. Model elementary and secondary social studies lessons are included. A 13-page reference list is provided. (MSE)

ED 283 388 FL 016 786

Sage, Howard

Incorporating Literature in ESL Instruction. Language in Education: Theory and Practice, No. 66.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-13-455981-9-01

Pub Date—87

Contract—400-86-0019

Note—99p.

Available from—Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994 ($9.33).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Course Content, *English (Second Language), Evaluation Criteria, Fiction, Literary Criticism, *Literature Appreciation, *Media Selection, *Poetry, Second Language Instruction, *Short Stories, Thematic Approach

A guide to the use of literature to teach English as a second language (ESL) begins with a discussion of the role of literature in ESL and the rationale for using it. Subsequent chapters discuss specific issues in using poetry and short stories in the ESL classroom, including the benefits, main aspects of the genres, points of entry, instructional principles and techniques, material selection strategies, and classroom activities to accompany discussion. Two final chapters review the place of literature in ESL instruction and provide guidelines for selecting and editing literary works. Reference and resource lists are also included. (MSE)

HE

ED 273 225 HE 019 641

Owings, Thomas G.

The Public's View of Higher Education: Implications for Administrators.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-82-0011

Note—5p.

Available from—American Association of University Administrators, P.O. Box 6221, Tuscaloosa, AL 35487 ($2.00).

Journal Cit—AAUA-ERIC/Higher Education Administrator's Update, V6 n3 1986.

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, College Planning, *Educational Attitudes, Educational Benefits, *Higher Education, Marketing, *Public Opinion, Public Relations, Public Support, *School Community Relationship, School Taxes, *Surveys

Citizens' attitudes and opinions toward higher education are discussed, based on the results of several public opinion surveys. Before the mid-1970s little research on public opinions and attitudes toward postsecondary education was conducted in the United States. Since 1975 several states have conducted such surveys, and in 1982 the first national survey of Americans' attitudes toward higher education was conducted. General conclusions based on these state and national surveys include: citizens seem to support higher education and are willing to pay higher taxes to improve educational quality; minorities tend to express even more confidence and support for higher education than do whites; Americans still view aid to education as a priority item in their state and federal budget; most citizens believe that access to college should be available to all qualified students; and citizens view higher education as an important asset to their state and nation. Results of public opinion polls are valuable for higher education planning, including alternative plans for financing further education for students. Opinion polls can also be effective public relations devices and can provide useful information when college administrators develop a marketing strategy for their institution. A summary of nine public opinion polls is included. (SW)

ED 273 229 HE 019 645

Stark, Joan S. And Others

Responsive Professional Education: Balancing Outcomes and Opportunities. ASHE-ERIC Higher Education Report No. 3, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-913317-30-6

Pub Date—86

Contract—400-86-0017

Note—144p.

Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 members, $10.00 nonmembers).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Architecture, *Attitudes, Business Administration Education, Competence, *Educational Objectives, Engineering Education, Ethics, Health Occupations, Higher Education, Journalism Education, Knowledge Level, Legal Education (Professions), Library Science, *Outcomes of Education, *Professional Education, *Professional Personnel, *Skill Development, Socialization, Social Work, Teacher Education

Goals and outcomes in various fields of professional education are considered. Attention is directed to generic outcomes of professional preparation, the emphasis these outcomes receive among professional educators, some problems that concern professional educators, and recommendations for future action and study. The generic outcomes, which were derived from existing literature about professional education, include six aspects of professional competence: conceptual competence, technical competence, contextual competence, interpersonal communication competence, integrative competence, and adaptive competence. Also considered are five attitudinal outcomes: career marketability, professional identity, professional ethics, scholarly concern for improvement of the profession, and motivation for continued learning. The issues and trends concerning these outcomes were drawn primarily from recent articles in educational journals of 12 professional fields: architecture, business administration, dentistry, education, engineering, journalism, law, library science, medicine, nursing, pharmacy, and social work. Information was also obtained from a survey of faculty in 10 professional fields with respect to their emphases on preferred outcomes and educational activities. Information on the research methodology is appended. (SW)

ED 274 264 HE 019 704

Whitman, Neal A. And Others

Increasing Students' Learning: A Faculty Guide to Reducing Stress among Students. ASHE-ERIC Higher Education Research Report No. 4, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-0-913317-31-4

Pub Date—86

Contract—400-86-0017

Note—101p.

Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Students, *Feedback, *Helping Relationship, Higher Education, Learning Strategies, Mentors, *Stress Management, Student Adjustment, *Teacher Role, *Teacher Student Relationship

Ways that college faculty can increase students' learning by reducing stress are identified by three members of the University of Utah School of Medicine faculty. Consideration is given to the impact of stress on learning and the causation, recognition, and reduction of stress. The value of feedback and control, teacher-student interaction, and stress awareness is addressed. The literature on the relationship between teaching and learning identifies three specific roles: the teacher as human relations specialist, as facilitator, and as motivator. Ways in which teachers can give effective feedback include letting students know where they stand, providing written comments on students' work, and arranging personal meetings to discuss students' work. Various ways that teachers can improve their relationships with students and enhance students' learning include providing structure at the onset of a course, encouraging class participation, and being open to mentoring roles. Teachers may also help students with stress reactions, maximize the outcome of meetings with students, and recognize severe stress that warrants referral to therapists/counselors. Faculty can recommend a number of strategies to students to increase learning: improving study habits and time management, learning positive self-talk, learning how to relax, and joining a student support group. (SW)

ED 276 367 **HE 019 866**

Fife, Jonathan D. Barnett, Lynn

Emerging Trends in Higher Education.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 86

Note—13p.

Pub Type—Information Analysis - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *College Administration, *College Curriculum, *College Faculty, College Instruction, College Role, *College Students, Educational Quality, *Educational Trends, Enrollment Projections, Enrollment Trends, *Higher Education, School Demography, Student Characteristics

Trends and projections for higher education are identified. Increased public concern about the purposes and standards of higher education has followed the publication of four major publications about higher education in the United States. Changing demographics are projected for 1983-1993, including fewer 18- to 22-year-olds, decreased full-time and increased part-time enrollments, and a decrease in senior instructional staff. It is suggested that colleges will react to public concern and changing demographics in the following ways: evaluation of the mission of higher education, increased competition for students, an emphasis on student competencies, and increased awareness of competing education systems. These general trends will affect students, administrators, and faculty. Student trends concerning minority access, student debt, foreign students, and part-time students are addressed, along with management trends concerning planning, financing, marketing, student retention, and institutional leadership. Teacher and curriculum trends concern: minority and women employment, collective bargaining, tenure and the graying professoriate, migrant faculty, faculty workload, occupational versus liberal arts/general education, educational delivery systems, high technology, and response to corporate training/degree programs. (SW)

ED 277 318 **HE 019 940**

Moran, Mary

Student Financial Aid and Women: Equity Dilemma? ASHE-ERIC Higher Education Report No. 5, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—EXXON Education Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-913317-32-2

Pub Date—86

Contract—400-86-0017

Note—152p.

Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Dept. E, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Access to Education, *Change Strategies, *College Students, Comparative Analysis, Day Care, Educational Opportunities, Federal Aid, *Females, Financial Needs, *Financial Policy, Grants, Higher Education, Need Analysis (Student Financial Aid), Public Policy, Scholarships, *Sex Differences, *Student Financial Aid, Student Loan Programs, Work Study Programs

Identifiers—College Work Study Program, Guaranteed Student Loan Program, National Direct Student Loan Program, Pell Grant Program, Supplemental Educational Opportunity Grants

The impact of student aid policies on women is assessed. Differences in the conditions affecting men's and women's need for aid are identified, along with actions that could improve women's participation in student aid programs. Gender issues in student aid policy include: loan burden, default, and bankruptcy; the award of merit scholarships; part-time attendance; financial independence; contradictory policies in public welfare and student aid programs; barriers in corporate benefit programs that pay tuition; child care as a cost of attending college; and access to higher education for minority women. The effects of gender issues are also examined for specific aid programs: Guaranteed Student Loans, Work Study Programs, National Direct Student Loans, Pell Grants, Supplemental Educational Opportunity Grants; state scholarship and grant programs, athletic scholarships, military scholarships and veterans' benefits, and job training financial aid programs. Actions that could improve women's participation in aid programs include: targeting information toward women, funding child care, improving partnerships between high schools and colleges, and equalizing pay in college work programs. Data on enrollment, aid, resources, and attainments by gender are appended, along with information on financial assistance sources for women. (SW)

ED 279 260 **HE 020 095**

Glazer, Judith S.

The Master's Degree. Tradition, Diversity, Innovation. ASHE-ERIC Higher Education Report No. 6, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-913317-33-0

Pub Date—86

Contract—400-86-0017

Note—142p.

Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC; $10.00 nonmembers; $7.50, members).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Business Administration Education, *College Programs, Degree Requirements, Educational Change, Educational Quality, Engineering Education, Evaluation Criteria, Fine Arts, *Graduate Study, Health Occupations, Higher Education, International Education, Journalism Education, Library Education, *Masters Degrees, *Professional Education, Program Evaluation, Public Administration Education, Social Work, Teacher Education

Research on the development of the master's degree in the United States and its growth in the postwar technological era are reviewed within the context of tradition, diversity, and change. Research on structure and organization, curricular reform, quality control, and innovation is synthesized, and suggestions for future research are offered. The distribution by field of the 289,921 master's degrees conferred in 1982-1983 is shown, along with the number of subfields for each discipline. For 11 master's degrees, information is provided on the number of full-time years, the number of program areas, the number of credits, and the requirements for completion (practicum/field work, exams, theses, and research projects). Consideration is given to whether there are indicators to evaluate master's degrees and to efforts by a few states to monitor master's programs. The following major professional degrees are discussed: business and management, teacher education, engineering, fine and performing arts, health sciences, international education, journalism, law, library science, public administration, social work, and combined degrees. Abbreviations of organizations and a list of degrees are appended. (SW)

ED 280 429 **HE 020 303**

Hendrickson, Robert M. Gibbs, Annette

The College, the Constitution, and the Consumer Student: Implications for Policy and Practice. ASHE-ERIC Higher Education Report No. 7, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-913317-34-9

Pub Date—86

Contract—400-86-0017

Note—108p.

Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00 per copy, nonmembers; $7.50 per copy, members).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Civil Rights, College Buildings, *College Students, Compliance (Legal), *Constitutional Law, Court Litigation, Due Process, *Educational Malpractice, Higher Education, Homosexuality, *Legal Responsibility, Religious Organizations, Student Organizations, *Student Rights

Identifiers—In Loco Parentis

Recent legal developments concerning college students and their institutions are reviewed, with a focus on constitutional issues related to the rights of students to organize, the collection and allocation of mandatory student activity fees, and the protection of freedom of speech regarding commercial enterprises. In addition to considering the status of educational malpractice, implications for policy and practice are addressed. Four student-institutional relationships are traced historically: in loco parentis, fiduciary, contractual, and constitutional. Issues concerning the evolution of constitutional rights in higher education include individual rights, due process, privacy rights, and First Amendment rights. Attention is also directed to several rights of association and their effect on the recognition of religious and gay organizations and on regulations governing use of facilities. Religious and political objections concerning the use of mandatory student activity fees are covered, along with methods of fee collection. Also discussed are: the boundaries of constitutional protection for noncommercial and commercial speech and extensions to the college campus; and malpractice theory and the courts' position in educational malpractice. Ten pages of general and legal references as well as an index are provided. (SW)

ED 282 488 **HE 020 313**

Kaplowitz, Richard A.

Selecting College and University Personnel: The Quest and the Questions. ASHE-ERIC Higher Education Report No. 8, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-913317-35-7

Pub Date—86

Contract—400-86-0017

Note—121p.

Available from—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Administrator Qualifications, *Affirmative Action, *Confidentiality, Consultants, Disclosure, Employment Interviews, Employment Practices, *Faculty Recruitment, Higher Education, *Personnel Selection, *Search Committees (Personnel), Teacher Salaries, Teacher Selection

Issues and steps in the search process for both faculty and administrators are considered, based on a review of the higher education literature, selected literature from the corporate and industrial personnel field, and conversations with personnel practitioners and consultants. After discussing organizational tasks for the search committee and the use of search consultants, attention is directed to ways to identify and reach prospective faculty members, salaries issues such as the labor market and equity, and temporary and part-time faculty members. Aspects of confidentiality in the search process are addressed, including: the problems of disclosure or openness in a search, sunshine laws, and maintaining confidentiality. Affirmative action in the later 1980s is also discussed, including the latest statistics, governmental and judicial shifts in direction, and affirmative action policies and procedures for personnel search and selection. Factors that contribute to administrative leadership are examined, along with attributes and skills that support the performance of presidents, chief academic officers, and other selected campus administrators. Additional topics discussed include: reviewing references, interviewing candidates, and the campus personnel office. (SW)

ED 283 478 HE 020 466
Chronister, Jay L. Kepple, Thomas R., Jr.
Incentive Early Retirement Programs for Faculty: Innovative Responses to a Changing Environment. ASHE-ERIC Higher Education Report No. 1, 1987.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-36-5
Pub Date—87
Contract—400-86-0017
Note—98p.
Available from—Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($10.00, nonmembers; $7.50, members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Faculty, *Early Retirement, Employment Practices, Feasibility Studies, Higher Education, *Incentives, *Personnel Policy, Program Costs, Program Development, *Program Effectiveness, Program Evaluation, Teacher Attitudes, *Teacher Retirement
Identifiers—Practitioners

The literature on incentive early retirement for faculty members is reviewed, including the findings of studies that have assessed the effectiveness of such programs. In addition to describing different types of programs and the incentives offered, attention is directed to legal issues, costs and benefits, assessing whether a program is feasible, and evaluating program effectiveness. Environmental factors that create the milieu in which early retirement programs have developed are briefly reviewed, including increased costs of faculty compensation, shifts in students' course preferences, and faculty morale. Attention is also directed to different types of programs and the purposes for which they have been established. Strategies and factors to be considered in deciding upon the development of programs are presented, using material from case studies. The experiences of selected institutions that have implemented early retirement programs and the reactions of faculty to such programs are also discussed. Recommendations for institutions considering the establishment or revision of incentive early retirement programs are offered. Definitions, key concepts, and terminology are included, along with a generic cost analysis formula. (SW)

ED 283 496 HE 020 523
Johnson, Betty M. George, Shirley A.
The Decision-Making Structure and the Dean.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-82-0011
Note—7p.
Available from—American Association of University Administrators, P.O. Box 6221, Tuscaloosa, AL 35487 ($2.00).
Journal Cit—Administrator's Update; v6 n4 1987
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Organization, *Administrator Responsibility, *College Administration, *Deans, *Decision Making, Economic Factors, Futures (of Society), Governance, Higher Education, Information Needs, *Institutional Characteristics, Leadership Responsibility, Organizational Climate

Characteristics in the college academic setting and the external environment that affect the decision-making structure and that the dean should consider before reorganization are examined. Concepts and theories about governance, decision-making, organizational structure, and characteristics of effective decision makers are also briefly reviewed. A number of variables in the academic environment are related to the decision process, including faculty heterogeneity, departmentalization, the climate of the organization, and specific characteristics of the university. Approaches that have been used to incorporate information about a changing external environment into the decision process include environmental scanning, multiple scenario analysis, and issues management. A new model for decision-making that focuses on learning must be considered for the 1980s and 1990s. This model would help interpret issues of resources in terms of their impact on learning; ensure that performance, learning outcomes, and teaching improvements would receive greater attention than process measures; emphasize the special values, patterns, and attitudes of education; and recognize the relationship of the institution to its environment. (SW)

ED 284 509 HE 020 598
Taylor, Barbara E.
Working Effectively with Trustees: Building Cooperative Campus Leadership. ASHE-ERIC Higher Education Report No. 2, 1987.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-913317-38-1
Pub Date—87
Contract—400-86-0017
Note—141p.
Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($10.00, nonmembers; $7.50, members).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administrator Responsibility, Administrator Selection, *Board Administrator Relationship, *College Administration, Governance, *Governing Boards, Higher Education, *Leadership Responsibility, *Teacher Administrator Relationship, *Trustees

Characteristics and practices of governing boards of colleges or systems and ways that administrators and faculty can work more effectively with trustees are considered. Attention is directed to: the history and evolution of lay trusteeship; the composition of the board and selection of trustees; responsibilities of the board; board structures and processes; and sharing authority with trustees. Responsibilities of the board include: maintain the trust; delegate authority; raise and steward funds; approve the budget; develop and preserve physical facilities; oversee academic affairs; appoint, support, and evaluate the president; arbitrate internal disputes; and establish goals and evaluate progress. A board's activity in policy-making and administration is considered, along with constraints on trustees' ability to govern, a board's choice to limit its involvement in college affairs, and conditions under which boards may assume responsibilities previously neglected. Ways that senior administrators can influence a board's work include communicating with trustees, controlling board agendas and background information, and influencing the selection and development of trustees. Sources of faculty influence on the board are also discussed. (SW)

ED 284 510 HE 020 640
Marcus, Laurence R. And Others
Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-82-0011
Note—5p.; This digest is a summary of "The Path to Excellence: Quality Assurance in Higher Education" (ED 167 802).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Accreditation (Institutions), College Administration, *Educational Quality, Federal Regulation, *Government School Relationship, *Higher Education, *Institutional Evaluation, Program Effectiveness, Program Evaluation, *Self Evaluation (Groups)
Identifiers—ERIC Digests

Institutional self-study is an appropriate method for determining quality and demonstrating accountability which can lead to academic and administrative excellence. With a trend toward state and federal government involvement in higher education, colleges will do well to conduct internal program assessments in order to maintain control. A self-study should include such factors as program goals and organization, available fiscal resources and facilities, curriculum offerings, faculty resources, student characteristics, and current issues. Appropriate quantitative data should be included, and outside guidance from impartial consultants should be obtained. (LB)

ED 284 511 HE 020 641
Bromert, Jane Doyle
College Search Committees. ERIC Digest 84-2.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-82-0011
Note—5p.; This digest is a summary of "The Role and Effectiveness of Search Committees" (ED 243 355).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Qualifications, *Administrator Selection, *Advisory Committees, College Faculty, Higher Education, *Recruitment, *Search Committees (Personnel, *Teacher Selection
Identifiers—ERIC Digests

The relatively new phenomenon of using search committees is described as the result of state and federal legislation, a more participatory approach to college administration, and an enlarged pool of qualified candidates. Committee functions include recruiting and screening candidates, checking references, handling interviews, and making recommendations. The need for good "fit" between institutional requirements and individual expectations emphasizes the importance of an effective search committee. Time and money are two factors that can limit search committees. Pre-search guidelines include the need for such things as a genuine understanding of the institution, a search committee membership that is representative of the college or university at large, precise charge to the committee, and definition of clearly stated qualifications that candidates must possess. (LB)

ED 284 512 HE 020 642
Keimig, Ruth Talbott
College Learning Improvement Programs. ERIC Digest 84-3.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0011

Note—4p.; This digest is a summary of "Raising Academic Standards: A Guide to Learning Improvement" (ED 233 669).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Standards, *College Instruction, College Students, *Developmental Studies Programs, Educational Planning, Grade Point Average, Higher Education, High Risk Students, *Remedial Programs, Teaching Methods

Identifiers—ERIC Digests

Successful college instruction programs have two features that are associated with increased grade point averages and retention: (1) they are comprehensive and meet student needs, and (2) they are better institutionalized into the academic mainstream of the college or university. Several program characteristics are crucial to learning improvement, including: goals and rationale, instructional methods, institutional standards, staff role, program evaluation, attitudes toward nontraditional students, responsiveness to students, and systematic advisement. Interaction and shared problem-solving among academic and developmental educators is the fundamental factor in successful learning improvement programs. Faculty and administrators can produce greater control of learning outcomes by considering all options, identifying the best methods, and fostering long-term planning, and interdisciplinary innovation. (LB)

ED 284 513 HE 020 643

Gappa, Judith M.

Part-time Faculty: Higher Education at a Crossroads. ERIC Digest 84-4.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0011

Note—3p.; This digest is a summary of ED 251 058.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *College Faculty, *Employment Practices, Higher Education, *Part Time Faculty, *Personnel Policy, Teacher Characteristics, Trend Analysis

Identifiers—ERIC Digests

The current use of part-time faculty and issues regarding this practice are addressed. Ways that part-time faculty affect the quality of academic programs are discussed, including the frequent characterization of them as "second-class citizens." Policies and practices are shaped by the diverse characteristics of part-timers, institutional needs and traditions, the labor market, and legal and collective bargaining constraints. However, the idea that employment of part-time faculty is a casual departmental affair rather than a planned institutional effort is obsolete. Institutional policies and practices should take into account the differences among part-timers in their qualifications, functions performed, and contributions to the school's educational objectives. (LB)

ED 284 514 HE 020 644

Whitman, Neal A. And Others

Student Stress: Effects and Solutions. ERIC Digest 85-1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-82-0011

Note—3p.; This digest is a summary of ED 246 832.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, *Coping, Feedback, *Graduate Students, Higher Education, Law Students, Medical Students, *Stress Management, Stress Variables, *Student Adjustment, Undergraduate Students

Identifiers—ERIC Digests

Stress is experienced by college students at different educational levels, but colleges can help reduce its destructive forms. There are explanations of why students perform badly under stress, such as "hypervigilance" (i.e., overstudying for an exam) and "premature closure" (i.e., rushing through an exam). Situations that are stressful for undergraduates, and for graduate, law, and medical students and residents are cited. Ways to reduce the negative aspects of stress (distress), include providing students with a feeling of control over their education, giving them information about what to expect, and offering feedback regarding what can be done to improve their own performance. Students who do not feel helpless will adopt their own coping strategies. (LB)

ED 284 515 HE 020 645

Crosson, Patricia H.

Public Service in Higher Education: Practices and Priorities. ERIC Digest 85-2.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-82-001

Note—3p.; This digest is a summary of ED 239 569.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activism, College Faculty, *College Role, Community Colleges, *Government School Relationship, Higher Education, *Public Service, Research Universities, *School Business Relationship, *School Community Relationship, State Universities

Identifiers—ERIC Digests

Public service in higher education is an important function of American colleges and universities. The nature and purposes of higher education can be revealed through three popular metaphors–ivory tower, social service station, and culture mart. It can best be fulfilled through ideas of value, social criticism, social problem solving, or social activism. Although service activities vary across different types of institutions, the easiest way to categorize public service is by external recipient: service to the community, to state and local governments, and to business and industry. Community service is especially important for community colleges, but governmental links are important to state universities, and research universities can develop formal research partnerships with corporations. (LB)

ED 284 516 HE 020 646

Lindgren, J. Ralph And Others

Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ERIC Digest 85-3.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-82-0011

Note—3p.; This digest is a summary of ED 252 169.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, College Faculty, *College Students, *Compliance (Legal), *Court Litigation, *Employment Practices, Equal Protection, *Federal Legislation, Higher Education, Personnel Policy, School Personnel, *Sex Discrimination, Student Rights

Identifiers—ERIC Digests

The obligations of colleges and universities under existing laws prohibiting sex discrimination against employees and students are summarized. Principal federal sources of legal obligation regarding employees are the equal protection clause of the Fourteenth Amendment, Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Executive Order No. 11246. For students, the principal sources are the equal protection clause and Title IX of the Education Amendments of 1972. Strategies for compliance include the following: (1) carefully select and train key academic and administrative personnel, including faculty on review and search committees; (2) design and disseminate a policy of sexual equity, assign responsibility for its implementation, train line personnel, monitor residual sexual bias, and design and implement remedial programs to ensure compliance with the policy; and (3) complement the steps with indemnification of losses suffered as a result of intentional discrimination. (LB)

ED 284 517 HE 020 647

Olswang, Steven G. Lee, Barbara A.

Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-82-0011

Note—3p.; This digest is a summary of ED 252 170.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, *Accountability, Compliance (Legal), Faculty College Relationship, *Faculty Workload, Higher Education, *Intellectual Property, *Multiple Employment, Professional Autonomy

Identifiers—ERIC Digests

The increasingly complex environment in which colleges and universities now operate has spawned a set of requirements for accountability with which institutions and therefore faculty must comply. Although academic freedom and tenure provide important protections for faculty, they are not unlimited. At the same time, institutions face a myriad of new pressures and responsibilities, such as the need to account for monies from a variety of sources, and to deal with appropriate levels of outside faculty consulting and faculty internal workloads. There are pressures to review faculty performance in teaching, research, and service. In response primarily to external constituencies, colleges and universities are being compelled to confront areas of traditional faculty autonomy. Joint faculty/administrative groups should resolve such issues and institutional priorities for academic programming, workload and productivity expectations, faculty research contracts, sexual harassment, allegations of fraud in research, research products with patent potential, faculty evaluation measures, and professional ethics. (LB)

ED 284 518 HE 020 648

Richardson, Richard C., Jr. Bender, Louis W.

Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-86-1

Pub Date—86

Contract—400-86-0017

Note—3p.; This digest is a summary of ED 265 798.

Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Aspiration, *Academic Persistence, *Articulation (Education), *Bachelors Degrees, College Role, *College Transfer Students, Community Colleges, Higher Education, Minority Groups, Public Colleges, Student Characteristics, *Two Year College Students, *Urban Universities

Identifiers—ERIC Digests

Factors that affect the attainment of a bachelor's degree by urban students are outlined. The demographic profile of American school children makes it clear that problems for urban colleges and universities will grow in the years ahead. There is a correlation between income and education achievement; low income students do not achieve, persist, or complete programs of study in the same proportion as middle or upper income students. The public urban universities and community colleges must deal with the situation and have placed considerable emphasis on establishing a supportive environment for minority students and on providing academic support to underprepared students. Policies and activities that can enhance transfer of community college students into upper division programs include: (1) university scholarships for transfer students; (2) reserved dormitory space for mid-year transfers; (3) coordination of veterans' benefits; (4) joint faculty events and counseling exchanges; and (5) dual enrollment, where a transfer student is paired with a peer for easier adjustment. (LB)

ED 284 519 **HE 020 649**
Garland, Peter H.
A Critical Need for College Student Personnel Services. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-2
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services" (ED 267 678).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, College Administration, College Planning, *College Students, Higher Education, *Leadership Responsibility, Professional Development, *Staff Role, *Student Development, *Student Personnel Services, *Student Personnel Workers
Identifiers—ERIC Digests

The efforts of student affairs aimed at improving quality of life, integrating new student groups, and attracting and retaining students are becoming critical to colleges and universities. Student affairs organizations can respond to the changing conditions and take a leadership role in new institutional strategies; they can become "integrators" of goals within the institutions, building stronger bridges to the academic and administrative communities. Student affairs professionals must possess a wider repertoire of skills, adding general management and planning skills to traditional human relations skills. This widened role has implications for the preparation of continuing professional education of individuals in the profession, and graduate programs must adapt to changing needs. (LB)

ED 284 520 **HE 020 650**
Floyd, Carol E.
Faculty Participation in Decision Making. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-3
Pub Date—86
Contract—400-86-0017
Note—3p.: This digest is a summary of "Faculty Participation in Decision Making: Necessity or Luxury?" (ED 267 694).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Faculty, *College Governing Councils, Faculty College Relationship, Higher Education, *Participative Decision Making, *Policy Formation, *Teacher Administrator Relationship, *Teacher Participation
Identifiers—ERIC Digests

Faculty participation in college or university decision making is accepted as intrinsically good and as having positive effects on institutional functioning, but it is reflected in varying degrees in actual practice. The rationale for faculty participation is related to increased employee satisfaction and performance; faculty also tend to afford legitimacy and to fully cooperate in the implementation of only those policies they have helped formulate. Academic senates are useful mechanisms but are more influential at research universities or elite liberal arts colleges than at other institutions. Historically, faculty have had the broadest role in curricular and faculty personnel matters, but there are increased roles in institutional planning and administrator selection and evaluation as well. Involvement in budgeting and retrenchment has been limited. Administrators can focus energies on four elements: strengthening collegial foundations of decision making; shaping the consultative framework; increasing the availability of information; and facilitating group deliberation. Coordinated efforts of administrators and faculty are necessary to increase the extrinsic rewards for constructive institutional participation. (LB)

ED 284 521 **HE 020 651**
Boyer, Carol M. Lewis, Darrell R.
Faculty Consulting and Supplemental Income. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-4
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "And on the Seventh Day: Faculty Consulting and Supplemental Income" (ED 262 743).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *Compensation (Remuneration), *Consultants, Employment Practices, Faculty Workload, Higher Education, *Multiple Employment, *Personnel Policy, *Teacher Salaries
Identifiers—ERIC Digests

Although consulting has long been recognized as a legitimate faculty role in most colleges, concern has arisen about the appropriateness of "double dipping," and particularly whether consulting and other supplemental income activities result in shirking other university responsibilities. The debate centers on six basic issues: who consults, whether it is increasing, whether faculty are shirking university responsibilities, whether they are exploiting consulting opportunities, whether they are motivated to consult primarily by economic reasons, and whether most institutional policies and procedures are adequate for governing such activity. (LB)

ED 284 522 **HE 020 652**
Conrad, Clifton F. Wilson, Richard W.
Academic Program Reviews. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-5
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "Academic Program Reviews: Institutional Approaches, Expectations, and Controversies" (ED 264 806).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, *Educational Quality, Evaluation Criteria, *Evaluation Methods, Higher Education, Institutional Evaluation, Models, *Program Evaluation, *Self Evaluation (Groups)
Identifiers—ERIC Digests

The heightened interest in college program review is traced to a widespread interest in improving educational quality and the need to respond creatively to financial constraints and external expectations for accountability. Current program reviews have also been designed to aid in decision making about resource reallocation and program discontinuance. Most academic program reviews draw on one or more of several formal evaluation models: goal-based, responsive, decision-making, or connoisseurship models. The underlying objective of quality is defined by four different perspectives: the reputational view, the resources view, the outcomes view, and the value-added view. Most institutions assess quality by adopting aspects of all four views. The continued existence and growth of program review processes suggest that the efforts are supported and that the results can be beneficial, but more systematic study of their effects is needed. (LB)

ED 284 523 **HE 020 653**
Mortimer, Kenneth And Others
Flexibility in Academic Staffing. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-6
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "Flexibility in Academic Staffing: Effective Policies and Practices" (ED 260 675).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Faculty, *Employment Practices, Faculty Evaluation, Higher Education, *Personnel Policy, *Policy Formation, Program Termination, *Resource Allocation, Retraining, *Retrenchment, Tenured Faculty
Identifiers—ERIC Digests

Faced with scarce resources and environmental uncertainty in the past decade, colleges and universities have experimented with different modes of academic staffing, most of which are attempts to preserve or create more flexible policies and practices. In spite of tenure systems in operation at 94% of all four year colleges, institutions have at least four major opportunities to reduce expenditures or to reallocate personnel: (1) position control (the decision to create a position or hire replacements); (2) the decision about the type of appointment to be made; (3) the decision to reduce the rate at which tenure-track faculty receive tenure; and (4) the decision to increase the number of tenured faculty leaving the institution (including post-tenure review). The effectiveness of these four reallocation strategies must be evaluated in terms of the content and impact of budget cuts, the strengths and weaknesses of various devices for reduction and reallocation, and consultation processes. Institutions can become more flexible by adopting in the aggregate of all these practices and policies and matching them with a 3- to 5-year perspective. (LB)

ED 284 524 **HE 020 840**
Hendrickson, Robert M. Gibbs, Annette
The College, the Constitution, and the Consumer Student. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-1
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "The College, the Constitution, and the Consumer: Implications for Policy and Practice" (ED 280 429).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Civil Rights, College Buildings, *College Students, Compliance (Legal), *Constitutional Law, Court Litigation, Due Process, *Educational Malpractice, Higher Education, *Legal Responsibility, Religious Organizations, Student Organizations, *Student Rights
Identifiers—ERIC Digests, In Loco Parentis

Recent legal developments concerning college students and colleges and universities are summarized, with a focus on constitutional issues related to the rights of students to organize, the collection and allocation of mandatory student activity fees, and the protection of freedom of speech regarding commercial enterprises. The status of educational malpractice and implications for policy and practice are considered. Guidelines are included on students' First Amendment rights and ways to balance the constitutional rights of students and the prerogatives of the institution in regard to speech-related activities of student organizations. Consideration is given to court rulings concerning commercial solicitation, a form of commercial speech. Four requirements that must be satisfied to ensure implementation of free expression by vendors are identified, based on Supreme Court decisions about restrictions regarding time, place, and manner of individual expression. Policy considerations are briefly addressed concerning staff peer review and the integrity of faculty evaluation, diagnostic procedures used by colleges, and information contained in college catalogs and other publications. (SW)

ED 284 525 HE 020 841
Moran, Mary
Student Financial Aid and Women. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-2
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Student Financial Aid and Women: Equity Dilemma?" (ED 277 318).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Change Strategies, *College Students, Comparative Analysis, Day Care, Educational Opportunities, Federal Aid, *Females, Financial Needs, *Financial Policy, Grants, Higher Education, Need Analysis (Student Financial Aid), Public Policy, Scholarships, *Sex Differences, *Student Financial Aid, Student Loan Programs, Work Study Programs
Identifiers—ERIC Digests

The impact of student aid policies on women is assessed. Patterns of enrollment and economic profiles differ for male and female students. Women, for example, far surpass men as adult, part-time, independent, and unclassified students, the categories most likely to present barriers to participating in most financial aid programs. Gender issues in student aid policy include: loan burdens of women in light of the data that women generally earn lower salaries than men; women's loan default rate and their rate of bankruptcy; the award of merit scholarships to males and females; the unmet financial need under current student aid policies for single women with children because of their classification as independent students; barriers to working women in corporate benefit programs that pay tuition; child care as a cost of attending college; contradictory policies in public welfare and student aid programs; participation of low-income females in the Guaranteed Student Loan Program; the contributions to college costs that women's parents make compared to men's parents; and award of research assistantships to women compared to men. Actions that could improve women's participation in student aid programs are identified. (SW)

ED 284 526 HE 020 842
Whitman, Neal A. And Others
Reducing Stress among Students. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-3
Pub Date—87
Contract—400-86-0017
Note—3p.: This digest is a summary of "Increasing Students' Learning: A Faculty Guide to Reducing Stress among Students" (ED 274 264).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Students, *Feedback, *Helping Relationship, Higher Education, Learning Strategies, Mentors, *Stress Management, *Student Adjustment, *Teacher Role, Teacher Student Relationship
Identifiers—ERIC Digests

Ways that college faculty can increase students' learning by reducing stress are identified. Consideration is given to: the effects of stress on learning, the value of feedback and control, the importance of the interaction between faculty and students, the value of stress awareness, and what students can do. When given properly, feedback can encourage positive stress that motivates students to action and discourages the negative stress that inhibits action. Specific steps by which teachers can give effective feedback include: helping students know where they stand, providing written comments on students' work, testing often enough, and arranging personal meetings with students. Ways that teachers can improve their relationships with students and enhance students' learning include: providing structure at the onset of a course, encouraging class participation, getting to know students by name, and mobilizing student tutors and study groups. Students can reduce stress by improving their study habits, managing time wisely, learning positive self-talk, learning how to relax, and joining a student support group. A need exists to identify factors that influence the helpfulness of information in reducing stress. (SW)

ED 284 527 HE 020 843
Stark, Joan S. And Others
Professional Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-4
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Responsive Professional Education: Balancing Outcomes and Opportunities" (ED 273 229).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Architecture, *Attitudes, Business Administration Education, Competence, *Educational Objectives, Engineering Education, Ethics, Health Occupations, Higher Education, Journalism Education, Knowledge Level, Legal Education (Professions), Library Science, *Outcomes of Education, *Professional Education, *Professional Personnel, *Skill Development, Socialization, Social Work, Teacher Education
Identifiers—ERIC Digests

Aspects of professional competence and professional socialization that are being emphasized in professional education programs are summarized. Of concern are generic outcomes of professional preparation, outcome-related issues and trends common to professional education in diverse fields, some problems that concern professional educators, and recommendations for future action and study. The generic outcomes include six aspects of professional competence: conceptual competence, technical competence, contextual competence, interpersonal communication competence, integrative competence, and adaptive competence. Five attitudinal outcomes are also addressed: career marketability, professional identity, professional ethics, scholarly concern for improvement of the profession, and motivation for continued learning. The issues and trends concerning these outcomes were drawn primarily from recent articles in educational journals of 12 professional fields: architecture, business administration, dentistry, education, engineering, journalism, law, library science, medicine, nursing, pharmacy, and social work. (SW)

ED 284 528 HE 020 844
Johnson, Janet R. Marcus, Laurence R.
Blue Ribbon Commissions and Higher Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-5
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Blue Ribbon Commissions and Higher Education: Changing Academe from the Outside" (ED 272 115).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advisory Committees, *Blue Ribbon Commissions, Campuses, *Change Strategies, College Planning, *Educational Change, Federal Government, Governance, Government School Relationship, *Higher Education, Policy Formation, Problem Solving, Program Evaluation, Public Policy, State Government
Identifiers—ERIC Digests

Blue ribbon commissions in the United States from 1965-1983 are discussed with attention to what makes a commission effective, the history of blue ribbon commissions, features of a commission, whether these commissions are useful on campus, and criticisms of blue ribbon commissions. Factors that contribute to the effectiveness of a blue ribbon commission include: attainability of commission objectives, adequacy of the amount of time allotted for the study; number of times commissioners meet; accessibility of commissioners to persons wishing to comment; and sufficiency of the number of staff. Features of a blue ribbon commission are: a predetermined life span, eminent individuals from a variety of backgrounds, staff and funds to assist in fulfilling its charge, and a charge to investigate and/or to recommend changes in structures, functions, origins, or processes. Blue ribbon commissions are helpful on campus when a fresh view is needed about a specific issue, when a college wants to develop ties with, or serve, a sector outside the college, and when a college seeks to start a planning agenda to become a leader in a region or among similar colleges. (SW)

ED 284 529 HE 020 845
Licata, Christine M.
Post-Tenure Faculty Evaluation. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-6
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Post-Tenure Faculty Evaluation: Threat or Opportunity?" (ED 270 009).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *College Faculty, Decision Making, Employment Practices, *Evaluation Methods, *Faculty Development, *Faculty Evaluation, Higher Education, *Personnel Policy, Rating Scales, Standards, Tenure, *Tenured Faculty
Identifiers—ERIC Digests

Factors that have led to post-tenure evaluation of faculty are considered, along with concerns that should be examined before designing a post-tenure review process. Post-tenure evaluation is not in opposition to the principle of tenure and to policy statements about tenure issued by the American Association of University Professors, provided that the evaluation is not used as grounds for dismissal and that any recommended dismissal is subject to normal academic due process. Those who support the process view it as a formative way to reinforce faculty growth and improve instruction. Some proponents also suggest its usefulness in decisions about merit pay, promotion, and dismissal for cause. Criticisms of the process include the view that it will devalue rigorous pretenure evaluation and will erode collegial relationships. Before starting a post-tenure review process, colleges should: clearly articulate the purpose of the evaluation; involve faculty in the design of the plan and make sure faculty and administrators agree about specifics; emphasize flexibility and individualization; and link faculty development and rewards and post-tenure evaluation. (SW)

IR

ED 278 380 IR 012 514
Hicks, Ellen Cochran
Museums and Schools as Partners. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Planning, *Curriculum Enrichment, Educational Resources, Elementary Secondary Education, Exhibits, *Field Trips, *Learning Activities, Lifelong Learning, *Museums, Realia, *Teacher Role
Identifiers—ERIC Digests

Although both museums and schools figure into a learning network that includes lifelong learning processes in both formal and informal settings, these institutions must work further on achieving common educational goals. According to "Museums for a New Century," a report published in 1984, the museum-school relationship has been marked both by success and dissatisfaction. Museum educators say that teachers view museum visits simply as field trips, rather than serious educational activities; and teachers counter that museum educators do not let them know what their institutions have to offer. To facilitate collaborative efforts between the institutions, museum educators and teachers need to establish contact and develop a fuller understanding of the nature of museum learning, how it differs from classroom learning–particularly since ideas and concepts in museums are framed differently –and how the two settings can complement each other. Visits should be planned cooperatively by museum staff and teachers when they are relevant to curricular purposes. The visits should focus on exhibits related to those purposes and follow-up classroom sessions should build on these visits. Teachers should visit museums to assess potential resources and take advantage of the expertise of museum education specialists, whose responsibilities are to assist teachers in getting the most from museums. (DJR)

ED 278 381 IR 012 515
Manning, Ric
Plugging in to Computer Bulletin Boards. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 86
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bulletin Boards, *Communications, Computer Software, *Electronic Mail, *Microcomputers
Identifiers—Disk Drives, ERIC Digests, *Modems

As computers become an increasingly common appliance, groups and individuals whose interests extend beyond computers have found computer bulletin board systems (BBS) to be efficient communication devices. A BBS is a modem-equipped computer that can communicate with other modem-equipped computers over ordinary telephone lines. A modem translates computer text and numeric data into an audio signal that can be passed back and forth; the BBS software tells the computer how to act as a host for other computers that dial in. Use of the BBS varies extensively from "underground" boards to businesses using them to communicate with employees, to investment groups swapping ideas, to churches using them as outreach tools, and to schools, which are especially interested in their use. One example is the Brooklyn Math and Science Research Academy in New York, where students use the BBS for math/science competitions, trading tips on research projects, and finding a tutor from a database of volunteers. Although time consuming, it is not difficult to install a BBS. All that is needed is a computer, an auto-answer modem, two disk drives or a hard disk for data storage, a phone line dedicated solely to the BBS, and BBS software. Once the BBS is open, a system operator should be alert for any special problems associated with high-tech vandalism. (DJR)

ED 278 416 IR 051 777
Machovec, George S.
Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Budgeting, Computer Software, Evaluation, *Library Administration, *Library Automation, *Library Planning, Microcomputers, Needs Assessment, *Online Searching, Online Vendors, Policy, Position Papers, *Program Development, Publicity, Training, *Users (Information)
Identifiers—ERIC Digests

This digest presents a reprint of an article which examines management principles that should be considered when implementing library end user searching programs. A brief discussion of specific implementation issues includes needs assessment, hardware, software, training, budgeting, what systems to offer, publicity and marketing, policies and procedures, and evaluation. It is concluded that end user searching represents an important step in allowing patrons to be self-sufficient in meeting their information needs and that libraries need to participate in this phase of the information-gathering process or face the possibility of a reduced role in the future. References are provided. (KM)

ED 278 417 IR 051 778
Tucker, Susan
Electronic Networking. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 86
Contract—400-85-0001
Note—6p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Check Lists, Computer Software, Computer Uses in Education, *Databases, *Electronic Mail, *Information Networks, Input Output Devices, *Microcomputers, *Online Systems, Online Vendors, Systems Analysis, *Teleconferencing
Identifiers—ERIC Digests, User Groups

This digest discusses several aspects of electronic networking, including network functions, implementation, and applications in education. Electronic networking is defined as including the four basic services of electronic mail (E-mail), electronic "bulletin boards," teleconferencing, and online databases, and an overview of these four functions includes discussions of specific E-mail network providers, databases, and database vendors. Information designed to provide guidance in choosing an appropriate system is also given, including a checklist of electronic networking features and a discussion of hardware and software selection considerations. In addition, listings and descriptions are provided for educational networks, user groups and bulletin board updates, networking associations, and networking periodicals and books. Ten references are included. (KM)

ED 279 299 IR 012 535
McLaughlin, Pamela, Comp.
Information Resources on Intellectual Freedom in the Schools. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Contract—400-85-0001
Note—3p.
Available from—Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Censorship, *Controversial Issues (Course Content), Elementary Secondary Education, *Freedom of Information, Guidelines, *Information Sources, *Intellectual Freedom, Library Material Selection, Opinion Papers, Periodicals, Social Studies, Surveys, Use Studies
Identifiers—American Library Association, Huckleberry Finn

This selected ERIC bibliography lists 12 titles concerned with intellectual freedom in the schools. The items listed include essays, opinion papers, journal articles, studies, proceedings, and survey reports discussing such topics as library material selection; aid from the American Library Association Office for Intellectual Freedom (OIF); freedom of expression and values inculcation in school curriculums; an exercise with secondary level social studies students exploring censorship; examining the inconsistencies between public education and democracy; ethical theory and controversial topics; defusing protests against assigned classroom readings; major court cases and decisions involving library censorship and the banning of books; techniques for eliminating censorship in the social studies classroom; the censorship of "Huckleberry Finn"; and a state model for dealing with censorship. The ERIC document (ED) or journal (EJ) number is given for each item, and information on obtaining these items is provided. (DJR)

ED 279 346 IR 051 818
Barnett, Lynn
Indexing and Retrieval in ERIC: The 20th Year.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-86-0017
Note—12p.; This paper appears in the Thesaurus of ERIC Descriptors, 11th Edition–1987.
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Databases, *Indexing, *Information Retrieval, Search Strategies, *Subject Index Terms, *Thesauri
Identifiers—*Bibliographic Data Bases, Current Index to Journals in Education, *ERIC, Resources in Education

This brief review of the Educational Resources Information Center (ERIC) system is intended to make users more aware of (1) the system as a whole, (2) the process of indexing educational literature for the database, and (3) the role of the Thesaurus of ERIC Descriptors in the overall information dissemination process. An overview of the ERIC system is provided, and a discussion of ERIC vocabulary maintenance includes descriptions of the 1977 Vocabulary Improvement Project (VIP) and the Vocabulary Review Group. In addition, information retrieval methods and tools for manual and computer searching are considered; and a discussion of ERIC's indexing provides general guidelines as well as detailed discussions of educational and age level descriptors, identifiers, and publication types. Further hints for relevant retrieval consider non-subject access and the target audience. Also included in the text are a listing of ERIC's searchable fields and vendors' field access labels; sample Resources in Education (RIE) and Current Index to Journals in Education (CIJE) entries; listings of mandatory educational and age level descriptors, publication/document types, and descriptors corresponding to publication type categories; and a guide for assigning pubtype codes. (KM)

ED 280 510 IR 052 069
Administrative Procedures and Guidelines for ERIC Clearinghouse Management.
Educational Resources Information Center (ED), Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 83
Note—83p.; "Compiled by Central ERIC Staff for the Guidance of the ERIC Clearinghouses."
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrative Policy, Administrator Guides, Annual Reports, Budgets, *Clearinghouses, Contracts, Guidelines, Information Services, Personnel Management, Proposal Writing, Publications, Recordkeeping, Records (Forms), Statistical Data
Identifiers—*ERIC, Site Visits

This loose-leaf manual brings together in a single reference source all administrative requirements common to ERIC clearinghouse operations. Some contain relatively firm guidelines that should be followed closely; others contain more flexible guidelines and suggestions that, in their application, should be considered subject to the discretion of the individual clearinghouses. The manual is divided into nine sections: (1) "Introduction"; (2) "Management of Clearinghouse Operations," which covers processing, budget monitoring, major clearinghouse publications monitoring, record keeping, and system support groups; (3) "Personnel Management," which includes job descriptions, functional titles, and staff orientation; (4) "User Services," which covers extent of services, recommended materials, and form letters; (5) "Clearinghouse Publications," i.e., information analysis products (IAPs) and other major publications; (6) "Guidelines for Semiannual Reports," which covers management data, the statistical report, status report on major clearinghouse publications, involvement with professional organizations, and current "cutting edge" topics; (7) "Guidelines for Site Visits to ERIC Clearinghouses," which includes preparation by the clearinghouse for the site visit, conduct of the site visit, and post site visit actions; (8) "Guidelines for the Annual Review," which includes the presentation of the review and review material to government monitors; and (9) "Incremental Funding Requests," which covers requirements for submission, format of the request, business (line item) budget, and performance category budget. A list of ERIC-related acronyms and samples of various forms used by the ERIC clearinghouses are included. (BBM)

ED 281 504 IR 012 621
Reeves, Thomas C.
Computer-Assisted Instruction: Authoring Languages. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-85-0001
Note—4p.
Available from—ERIC/IR Clearinghouse, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authoring Aids (Programing), *Computer Assisted Instruction, Costs, Instructional Development, *Programing Languages
Identifiers—ERIC Digests, Transportability

One of the most perplexing tasks in producing computer-assisted instruction (CAI) is the authoring process. Authoring is generally defined as the process of turning the flowcharts, control algorithms, format sheets, and other documentation of a CAI program's design into computer code that will operationalize the simulation on the delivery system. Used in this sense, authoring is essentially a euphemism for programming or coding. The principle alternatives for the authoring process are a programming language (e.g., BASIC, Pascal, or C); an authoring language (e.g., PILOT-Plus, Coursewriter, or TUTOR); or an authoring system (e.g., QUEST, IMSATT, or TICCIT). Programming languages should not be considered for authoring complex CAI unless the development team includes professional systems level programmers. At their current stage of development, authoring systems must be scrutinized with care before use. Authoring languages afford the best compromise between the flexibility of programming languages and the ease-of-use of authoring systems. Specific advantages and disadvantages of each of these alternatives are outlined, and transportability and cost are identified as important issues regardless of which approach is selected. A series of steps to be followed when considering adoption of a CAI authoring approach is provided. (MES)

ED 281 516 IR 012 637
McLaughlin, Pamela, Comp.
Information Resources on Interactive Video.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 87
Contract—400-85-0001
Note—3p.; For an earlier bibliography (1984), see ED 254 215.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Technology, Elementary Secondary Education, *Interactive Video, Postsecondary Education, *Videodisks

Annotations are provided for the 14 selected journal articles and 3 ERIC documents on interactive video listed in this bibliography. Areas covered include videodisc technology, applications of interactive video, system design, videodisc system selection, and findings of research on the effectiveness of interactive video. (MES)

ED 283 533 IR 052 005
McLaughlin, Pamela W.
New Access Points to ERIC–CD-ROM Versions. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-85-0001
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Computer Software, Costs, *Databases, *Input Output Devices, *Optical Data Disks, Summative Evaluation
Identifiers—Bibliographic Data Bases, DIALOG OnDisc ERIC, *ERIC, ERIC Digests, OCLC Search CD450, SilverPlatter ERIC, Vendors

This digest reviews three CD-ROM (compact disc-read only memory) versions of the ERIC (Educational Resources Information Center) database currently being delivered or tested and provides information for comparison. However, no attempt is made to recommend any one product. The advantages and disadvantages of the acquisition of CD-ROM databases are discussed, and the vendor address as well as a description of the database scope and information on software capabilities, hardware requirements, and any notable features are provided for the following products: (1) DIALOG OnDisc ERIC, produced by DIALOG Information Services, Inc.; (2) OCLC Search CD450 for Education, produced by the Online Computer Library Center; and (3) SilverPlatter ERIC, produced by SilverPlatter Information, Inc. In addition, a table presents a comparison of the current disc contents, archival disc contents, hardware, CD drives, and prices of the three products. (KM)

ED 283 535 IR 052 097
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1986. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1986.
ERIC Processing and Reference Facility, Bethesda, Md.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—300-87-0004
Note—89p.; For 1985 edition, see ED 271 125.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, *State of the Art Reviews
Identifiers—Educational Information, *ERIC

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 229 publications produced by the 16 ERIC Clearinghouses in 1986. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1986) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes for subject, author, and institution are provided. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided for 1986. Also included is ERIC Ready Reference #9, which provides information on ERIC Digests, the ERIC Digests Online (EDO) database, and how to get connected to EDO and search it online, as well as a form for ordering ERIC documents from the ERIC Document Reproduction Service (EDRS). (BBM)

ED 284 532 IR 012 775
Eisenberg, Michael
Changing Roles of the Media Specialist. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-85-0001
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Educational Technology, Elementary Secondary Education, Instructional Design, *Librarians, Library Collection Development, *Library Instruction, *Library Role, Library Services, Literature Ap-

preciation, *Media Specialists, Reference Services
Identifiers—ERIC Digests

The traditional role of the school librarian encompassed collection development, reading guidance and literature promotion, and reference. Over time these functions have expanded and participation in carrying out functions has become more active. For instance, the teaching role of the library media specialist is a dramatic and far-reaching extension of the traditional function of reference and information services. Another trend is a disparity in perceptions of the role of library media specialists between members of the profession and others, as well as between the professional literature and actual practice. New technologies, the information explosion, and recent emphasis on lifetime learning are contributing to the importance of modern school media specialists in education, and a definable role is emerging that is responsive to a changing world even though it is based on traditional functions. This role includes: (1) collection management based on a unified media concept; (2) promotion of literacy and guidance in the use of media; (3) teaching information skills for an information society; (4) acting as a change agent in the schools through awareness of new technology and consultation on curriculum and instructional design; and (5) assuming information management responsibilities beyond the walls of the centralized library media facility. Nineteen references are listed. (MES)

ED 284 542 IR 012 886
McLaughlin, Pamela
Computer-Based Education: The Best of ERIC, 1983-1985.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-10-4
Pub Date—86
Contract—400-85-0001
Note—102p.; For the 1976-1982 edition, see ED 232 615.
Available from—Information Resources Publications, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (IR-69, $10.00 plus shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, *Computer Managed Instruction, *Computers, Computer Simulation, *Computer Software, Correctional Education, Disabilities, Distance Education, Elementary Secondary Education, Futures (of Society), Inservice Teacher Education, Interactive Video, Material Development, Media Research, *Microcomputers, Technological Advancement
Identifiers—Courseware Evaluation

The fifth in a series of selected ERIC bibliographies on computer-based education begun in 1973, Computer-Based Education: The Best of ERIC, 1983-1985 provides citations and abstracts for over 250 documents selected from the more than 500 that were entered in the ERIC files over the three-year period. The emphasis in selection was on documents that focus broadly on the topic of computer-based education and provide information to aid in the decision-making process. Because of the size of the database, documents pertaining specifically to computer-based education in universities and colleges have not been included. Materials appearing in this bibliography are presented under four broad headings: (1) Computer-Assisted Instruction, which includes overview documents, conference proceedings, and papers on developing computer-based instruction; (2) Special Applications, including computer literacy, evaluation, guidance, management/planning, research, and study skills; (3) Subject Applications, which cover agriculture, basic skills, bilingual education and English as a second language, business education, fine arts, foreign languages, language arts, mathematics, reading, science, social studies, and vocational education; and (4) Special Populations, i.e., adult or distance education, handicapped learners, and incarcerated learners. An author index is provided as well as information for ordering ERIC documents. (BBM)

ED 284 595 IR 052 154
Minor, Barbara B.
Trends in School Library Media Research as Reflected in the ERIC Database, June 1981-December 1985.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-11-2
Pub Date—86
Contract—400-85-0001
Note—50p.
Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-70, $6.00 plus postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Censorship, Elementary Secondary Education, Learning, *Learning Resources Centers, Library Automation, Library Cooperation, Library Instruction, *Library Materials, *Library Personnel, *Library Services, *Media Research, Program Effectiveness, *School Libraries
Identifiers—ERIC

This report summarizes studies related to school library media that have appeared in "Resources in Education" (RIE) or "Current Index to Journals in Education" (CIJE) between June 1981 and December 1985. Reports and papers on library media programs are discussed in the following three broad categories: (1) Library Media Programs (the current status of programs, the impact of media programs on learning, the role of state agencies, library skills instruction, student use of library media centers, the use of technology, and school/public library cooperation); (2) School Library Media Resources (censorship; availability of resources; resource needs, losses, and funding; technical processing; networking; and district level services); and (3) Personnel (the role of the school media specialist; competencies and certification requirements; school media staff; and district media staff). It is concluded that the role of the library media program in the educational process has emerged as a major concern in several areas, including the impact of media programs on learning, library skills instruction, student use of libraries, and use of technology. A 101-item bibliography is provided. (KM)

JC

ED 273 337 JC 860 494
Labeling Courses and Students. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-83-0030
Note—5p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Curriculum, College Role, Community Colleges, *Course Content, *Evaluation Criteria, *Research Problems, *School Effectiveness, *Student Educational Objectives, Two Year Colleges
Identifiers—ERIC Digest

Student objectives do not always coincide with curricular labels that reflect statutory language or the public's agenda for community colleges. Studies show that nearly half of the students enrolled in so-called transfer curricula may have no intention of transferring, and that sizeable percentages of students enrolled in occupational courses go on to baccalaureate-granting institutions. The fact that these classes carry transfer credit or are classified as job training classes is a function of college accreditation, staffing, and financing, having little to do with the perceptions or intentions of the students who are enrolled. Consequently, college effectiveness may be misrepresented by research findings which seem to show low transfer and job placement rates. New measures of institutional functioning are needed to differentiate curriculum content, which could be more accurately represented by labels such as Liberal Arts (including Science, Social Science, Humanities, and Fine and Performing Arts) and Skills (including Basic, Recreational, and Occupational Skills) from student intent. Student intent can be measured separately, using categories such as to prepare for transfer; prepare for a new occupation; gain skills to retrain, remain current, or advance in a current occupation; or satisfy personal interests. Categorizing the curriculum according to content would promote understanding of the colleges' role in providing general education, basic skills training, recreational skills, and occupational education for their communities. (EJV)

ED 273 346 JC 860 507
Southerland, Arthur R.
Access versus Selectivity in the Community College. Horizons Issues Monograph Series.
American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-87117-163-5
Pub Date—Aug 86
Contract—400-83-0030
Note—95p.
Available from—American Association of Community and Junior Colleges Publication Sales, 80 South Early St., Alexandria, VA 22304 ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Standards, *Access to Education, Admission Criteria, *College Admission, *Community Colleges, Educational Change, Educational Quality, Equal Education, Open Enrollment, *Selective Admission, Two Year Colleges

Stressing the importance of proper management and careful integration of instructional and support programs, this monograph argues that access and selectivity in the community college can complement and temper each other. Chapter I offers a brief historical overview of the relationship between access and selectivity in American higher education, focusing upon the community college. Definitions of access, selectivity, assessment, evaluation, success, standards, excellence, student potential, and self-concept are presented in chapter II. Chapter III explores indicators of access and selectivity, focusing on institutional statements of philosophy, mission, and objectives; geography and delivery systems; curricula; student services; faculty; costs; and students. The prognosis for the changing dominance of access and selectivity is discussed in chapter IV, along with views concerning action needed for revitalizing the community college. Finally, chapter V provides a summary. A 10-page list of references concludes the document. (LAL)

ED 274 388 JC 860 510
Voegel, George H., Ed.
Advances in Instructional Technology. New Directions for Community Colleges, Number 55.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-980-7
Pub Date—86
Contract—400-83-0030
Note—111p.
Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($9.95).
Journal Cit—New Directions for Community Colleges; v14 n3 Fall 1986
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Communications Satellites, Community Colleges, *Computer Uses in Education, *Distance Education, *Educational Change, *Educational Technology, Instructional Systems, *Learning Resources Centers, *Telecourses, Two Year Colleges

The essays in this collection focus on recent advances in instructional technology and their use in community colleges. The collection includes: (1) "Telecourses: Using Technology to Serve Distant Learners," by Leslie N. Purdy; (2) "Satellites Stop Beeping and Start Teaching," by Peter Vander Haeghen; (3) "Change through Cooperation: The NILRC Model," by Jack A. Weiss and Ralph G. Steinke; (4) "Access with Excellence," by John E. Roueche, George A. Baker, III, and Suanne D. Roueche; (5) "Copyrights Revisited," by George H. Voegel; (6) "Educational Technology in Multicampus Community Colleges: A Decade of Change," by

Gloria Terwilliger; (7) "Limited Edition: Small Community Colleges Adapt to New Technologies," by Carl D. Cottingham; (8) "Technology for Education: Promises and Problems," by Kamala Anandam; (9) "Instructional Technology Mix: Some Considerations," by George H. Voegel; and (10) "Sources and Information: Instructional Technology at Community Colleges," by Jim Palmer. (EJV)

ED 275 377 JC 860 571
Cohen, Arthur M. And Others
Key Resources on Community Colleges: A Guide to the Field and Its Literature.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-020-6
Pub Date—86
Contract—400-83-0030
Note—538p.
Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($35.00).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—Academic Education, Access to Education, Annotated Bibliographies, *College Administration, *College Faculty, *College Instruction, College Planning, *Community Colleges, Community Services, Continuing Education, Educational Finance, Governance, Remedial Instruction, Student Personnel Services, Two Year Colleges, *Two Year College Students, Vocational Education

This bibliographic guide to the literature that has contributed to the two-year college field over the past 20 years provides annotations to over 650 books, articles, and research reports. The guide is organized into the following chapters: (1) the development of community college literature; (2) general resources on two-year colleges; (3) students; (4) faculty; (5) governance, administration, and planning; (6) financing and budgeting; (7) instruction, instructional support, and student services; (8) occupational education; (9) remedial and developmental education; (10) continuing education and community services; (11) the collegiate function; (12) educational opportunity and social mobility; and (13) additional sources of information such as periodicals and newsletters. Annotations indicate the type of information provided by the work, summarize the author's main point(s), and suggest how and for whom the work is useful. Outstanding or groundbreaking works are identified, and subject and author indexes are provided. (LAL)

ED 276 492 JC 870 019
Palmer, Jim
Bolstering the Community College Transfer Function. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-83-0039
Note—6p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *College School Cooperation, *College Transfer Students, *Community Colleges, Educational Mobility, Educational Planning, Higher Education, High Schools, *Intercollegiate Cooperation, *Transfer Programs, Two Year Colleges
Identifiers—ERIC Digests

Efforts have recently been undertaken to smooth the flow of students from community colleges to baccalaureate-granting institutions. Focusing on more than transfer of course credits, these efforts have involved multidimensional programs of cooperation with high schools and four-year institutions as well as programs which identify and assist potential transfer students. Some community colleges are taking direct or indirect steps to hone the skills of students who are still in high school (e.g., specifying and disseminating information on the academic competencies expected of college students, sponsoring programs to improve the test-taking or college survival skills of high school students, and offering classes to improve the reading, writing, and thinking skills of low-achieving students). Transfer is also promoted through articulation agreements with four-year colleges specifying the transferability of competencies as well as credits and formal and informal activities designed to promote dialogue among faculty members. Other manifestations of the movement to improve transfer rates are the development of assessment and tracking systems, which provide ongoing feedback on student progress toward graduation and transfer; and special support programs designed to promote the educational mobility of minority and disadvantaged students at urban community colleges. Efforts to improve transfer depend largely on the information systems that serve both college personnel and students. These efforts to strengthen the transfer function represent an attempt to place the community college more securely in the educational mainstream of student flow from high school through the baccalaureate. (LAL)

ED 276 493 JC 870 020
Opp, Ron Colby, Anita
Improving Student Retention in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-83-0039
Note—6p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Community Colleges, *Dropout Prevention, Dropouts, *School Holding Power, Student Attrition, *Student College Relationship, Two Year Colleges, Two Year College Students, Withdrawal (Education)
Identifiers—ERIC Digests

In the last 10 years community college enrollments have leveled off, bringing a new urgency to institutional efforts to retain current students. Obstacles to academic persistence include external factors such as insufficient funds, work demands, social demands, family obligations, housing or transportation problems; and internal problems such as procrastination, fear of failure, inability to ask for help, loneliness, self-doubt, value conflicts, and career indecision. To deal with these factors, college retention efforts should focus on areas such as academic stimulation and assistance, personal future building, and out-of-class faculty interaction. Additional retention activities, such as mandatory testing and placement, orientation programs, peer instruction, and integrated support services, have also been identified as helpful. Research and experience have indicated that intervention strategies that focus on specific needs of targeted groups of at-risk students, including low-income students, the academically underprepared, students with unclear academic and career goals, and reentry students, may increase retention. Current research indicates that such retention programs, comprising assessment and placement, orientation, counseling, academic advising, developmental education, and ancillary support services, can and do enhance students' chances of success. (LAL)

ED 280 519 JC 870 153
Ahrendt, Kenneth M., Ed.
Teaching the Developmental Education Student. New Directions for Community Colleges, Number 57.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-958-0
Pub Date—87
Contract—400-83-0030
Note—121p.
Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($12.95).
Journal Cit—New Directions for Community Colleges; v15 n1 Spr 1987
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Colleges, Developmental Studies Programs, Educational Testing, *High Risk Students, Learning Disabilities, Politics of Education, *Remedial Instruction, Remedial Mathematics, *Remedial Programs, Remedial Reading, Science Instruction, Student Placement, Tutorial Programs, Two Year Colleges, *Two Year College Students

This collection of essays addresses various themes related to developmental education in two-year colleges. The collection contains: (1) "Responding to Criticism of Developmental Education," by Arthur M. Cohen, which answers six criticisms commonly leveled against remedial education; (2) "The Politics of Remediation," by Dennis McGrath and Martin B. Spear, which relates the policy debate over the provision of remedial education to the struggle to define the nature and role of community colleges; (3) "Academic Support Services for Developmental and High-Risk Students in Community Colleges," by Gilbert J. Carbone, which considers models for academic support services; (4) "Assessment and Placement of Developmental and High-Risk Students," by Dorothy Bray, which relates skills assessment and course placement to student success and satisfaction; (5) "Learning Disabilities and the Developmental Education Program," by Bonnie J. Young and Bonnie L. Staebler, which offers insights drawn from research and other resources on ways community colleges can serve learning disabled students; (6) "Reading and Developmental Education," by Karen S. Piepmeier; (7) "Science and Developmental Education," by Gene F. Craven; (8) "Mathematics and Developmental Education," by Edwin D. Strowbridge; and (9) "Sources and Information: Developmental Education at the Community College," by Diane Zwemer, which offers an annotated bibliography of ERIC documents. (EJV)

ED 283 555 JC 870 295
Doty, Charles R., Ed.
Developing Occupational Programs. New Directions for Community Colleges, Number 58.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-959-9
Pub Date—87
Contract—400-83-0030
Note—115p.
Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($12.95).
Journal Cit—New Directions for Community Colleges; v15 n2 Sum 1987
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Accreditation (Institutions), Articulation (Education), Certification, Community Colleges, *Curriculum Development, Federal Government, General Education, Government Role, Needs Assessment, Program Descriptions, *Program Development, Program Evaluation, Testing Programs, Two Year Colleges, *Vocational Education

The essays in this collection attempt to provide a conceptual framework for the process of occupational curriculum development. The collection includes: (1) "Federal Government Involvement in Technical Curriculum Development," by John G. Nealon; (2) "The Challenge of Curriculum Development: From Idea to Reality," by Judith F. Raulf and Marilyn C. Ayres; (3) "Needs Analysis: The Link to the Future," by Donald B. Smith; (4) "Accrediting Occupational Programs," by Roland V. Stoodley, Jr.; (5) "What Teachers and Administrators Need to Know about Licensing and Certification Tests," by Charles J. Teryek; (6) "Articulating Secondary and Postsecondary Occupational Programs," by Joseph P. Arnold; (7) "General Education in the Occupational Curriculum: Why? To What Extent? With What Results?" by Dale F. Campbell and Mary T. Wood; (8) "Occupational Program Evaluation," by Ted Martinez, Jr., and Barbara S. Echord; and (9) "Sources and Information: Occupational Program Development at the Postsecondary Level," by Charles R. Doty and Mary P. Hardy. (EJV)

PS

ED 275 402 PS 016 083
Katz, Lilian G.
Professionalism, Child Development, and Dissemination: Three Papers.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0021

Note—81p.; ED 265 948 is an earlier version of "The Nature of Professions: Where is Early Childhood Education?", one of the three papers in this document.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 200, $5.95).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Development, *Early Childhood Education, *Educational Principles, *Information Dissemination, Interests, Professional Recognition, *Standards

Identifiers—ERIC, *Professionalism

Three papers have been collected dealing with basic aspects of early childhood education: professionalism, child development, and knowledge dissemination. The first paper, "The Nature of Professions: Where Is Early Childhood Education?" applies eight main features of the concept of a profession to the current state of the art of early childhood education including social necessity, altruism, autonomy, a code of ethics, distance from clients, standards of practice, prolonged training, and specialized knowledge. The second paper, "Current Perspectives on Child Development," highlights aspects of development that seem to have fairly clear implications for pedagogical and curriculum decisions. Topics are presented in the form of broad general principles that seem to apply to many aspects of child growth and behavior: optimum influences; the recursive cycle of development; and the development of dispositions, particularly the disposition to become interested and motivated to learn. The third paper, "Issues in the Dissemination of Child Development Knowledge," describes five issues related to the dissemination of information in general as well as information about child development in particular. Issues are related to the information flow; the conceptual scope of the ideas presented; the vividness of the presentation; the timeliness of concepts; and the orientations to knowledge characteristic of the scientists and practitioners involved in the information dissemination. (RH)

ED 280 595 **PS 016 437**

Katz, Lilian G. And Others

A Place Called Kindergarten.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—87

Contract—400-86-0023

Note—157p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 201, $6.95).

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Attitudes, Annotated Bibliographies, Articulation (Education), Cooperation, *Educational Objectives, *Educational Policy, Grade 1, *Kindergarten, Kindergarten Children, *Learning Readiness, Parent Attitudes, Primary Education, Program Improvement, Reading Instruction, *School Entrance Age, School Readiness, Screening Tests, Teacher Attitudes, Teaching Methods

Identifiers—Academic Stress, Developmental Curriculum, Program Review

Written by members of a consulting team engaged to evaluate a school district's kindergarten program and make recommendations for the future, this report chronicles the district's progress in coming to more fully understand goals and problems related to kindergarten education. Specifically, the report presents the evaluation team's examination of conflicting claims, views, and assertions concerning the kindergarten program. Section I provides a brief description of the team's visit to the community, as well as summaries of information obtained from parents, school board members, central district staff, teachers, and principals. Section II addresses questions put to the team to guide the evaluation–questions that concerned developmental readiness, optional and regular kindergarten programs, and needed changes. Section III discusses particular issues the team wished to highlight: (1) the practice of "red-shirting," or parental withholding of 6-year-old children from first grade; (2) community competitiveness and parents' concern with their children "making it"; (3) curriculum issues, particularly the importance of appropriate methods of instruction; and (4) the cycle of blame allocation among the interested groups, which was considered irrelevant, potentially harmful, and capable of undermining efforts to solve the district's problems. Appended are a nearly verbatim record of participants' comments and an extensive ERIC Ready Search of 1985 and 1986 journal articles and documents about kindergarten and kindergarten children. (RH)

ED 281 607 **PS 016 304**

Hills, Tynette Wilson

Screening for School Entry.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0023

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Identification, Kindergarten, *School Entrance Age, *School Readiness Tests, *Screening Tests, *Testing Problems, Test Validity, *Young Children

Identifiers—ERIC Digests, *Screening Procedures

Screening programs are now widely used with children who are age-eligible for school entry. Screening is used to identify children who may be at risk of future difficulty in school (e.g., inability to meet academic expectations) and those who may have special needs in learning (e.g., extraordinary abilities and talents or handicapping conditions). Because screening is intended for all the children, screening measures should be inexpensive, brief, simple to administer, and easy to interpret. Screening alone is not sufficient for decisions about a child's placement or kind of instruction, and further assessment is necessary. Screening practices vary greatly, and important issues concerning screening at school entry are: (1) Should young children's behavior be measured? (2) Is screening harmful? (3) Is screening valid? (4) What should screening measure or observe–readiness or development? (5) How should children's abilities be measured? and (6) How should screening information be used? To insure that all children needing special programs are identified, educators should clarify the purpose of screening, keep informed about research on screening tools, and adopt procedures that screen for current levels of functioning in a broad range of domains. Children should be rescreened periodically and assessed diagnostically to confirm their needs. (NH)

ED 281 608 **PS 016 305**

Eheart, Brenda Krause

Training Day Care Providers.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0023

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, *Child Caregivers, Credentials, *Day Care Centers, Early Childhood Education, *Family Day Care, *Preschool Teachers, Public Schools, *Staff Development, Teaching Methods, *Training

Identifiers—ERIC Digests, *Professionalism

The training of child caregivers is a key factor in the provision of quality day care for young children. However, little is known about what types of training for day care providers are most effective in promoting children's development. Several issues related to training and credentialing need to be addressed: (1) Do day care home providers need the same training as center-based caregivers? (2) Should the training of prekindergarten teachers differ from that of center- or home-based caregivers and, if so, how? (3) Do teachers of 4-year-olds in the public schools need four years of college training or is a degree from a child care training program in a community college adequate preparation? and (4) Should uniform, enforceable regulations be established for credentialing of child caregivers/prekindergarten teachers? Closely tied to credentialing issues is the question of whether preschoolers should be taught using a didactic, teacher-directed approach or a child-centered approach. (NH)

ED 281 610 **PS 016 380**

Oden, Sherri

The Development of Social Competence in Children.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—OERI-400-86-0023

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attachment Behavior, Cognitive Development, Elementary Education, Elementary School Students, *Infants, *Interpersonal Competence, Parent Child Relationship, Peer Relationship, *Social Cognition, *Socialization, *Toddlers, Young Children

Identifiers—ERIC Digests

Research on the development of social competence in children is reviewed in this ERIC digest. The focus is on the social development of infants and toddlers which takes place in the family, in peer groups, and in preschool. The importance of infant bonding with at least one particular adult, socialization of the developming child within the family context, and the contribution of peer relationships to social development are discussed. Also considered are factors which limit children's social development, peer relationships in elementary school and the long-term benefits of positive peer interactions, and societal factors which influence children's social development. (RH)

ED 281 611 **PS 016 424**

Hyson, Marion C. And Others

Influences on Attitudes toward Physical Affection.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Delaware Univ., Newark.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—OERI-400-86-0023

Note—41p.

Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adults, *Child Rearing, *Negative Attitudes, *Parents, Perception, Preschool Education, *Preschool Teachers, Sexual Abuse, Teacher Role

Identifiers—*Adult Child Relationship, *Physical Contact

Recent publicity about sexual abuse may be creating more negative attitudes toward normal physical affection. In a study designed to probe this possibility, 301 parents, nonparents, and early childhood professionals rated the extent of their approval of videotaped adult-child interactions. Before viewing the tape, half of the subjects read a statement about sexual abuse and the other half read about the benefits of touch. Within each group, half of the subjects were told that the videotaped adults were parents while the others thought the adults were day care providers. Analysis of approval scores for touch and no-touch scenes showed that: (1) when subjects were attuned to sexual abuse they were more likely to disapprove of affectionate touching and to favor non-physical interactions; (2) subjects approved physical affection more when it came from a parent rather than from a day care provider; (3) men tended to be less approving than women of physical affection between adults and children; and (4) early childhood professionals were especially approving of physical affection and their opinions were more resistant to manipulation than were other subjects' opinions. (Author/RH)

ED 283 625 PS 016 748
Asher, Steven R. And Others
Children's Social Development: Information for Teachers and Parents.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—132p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 202, $8.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Annotated Bibliographies, *Children, Developmental Stages, Elementary Education, *Interpersonal Competence, Intervention, *Parent Education, Parent Influence, *Peer Relationship, Preschool Education, Social Cognition, *Social Development, *Teacher Influence

This compilation of information for teachers and parents translates important aspects of research regarding children's social development and peer relationships into strategies that can be used by parents and teachers to understand and help children who need to develop more effective ways to deal with peers. The publication includes three topical papers, an annotated bibliography of information for parents, and an ERIC computer search reprint on the topic of children's social development. The first paper, "Helping Children without Friends in Home and School Contexts" (Steven Asher and Gladys Williams), discusses the problems of children without friends and suggests ways teachers and parents can help these children develop better peer relationships. "Children's Peer Relationships" (Christine Burton) indicates the importance of peer relationships, discusses some reasons why children have problems with their peers, and suggests ways children can be helped to overcome these problems. "The Development of Social Competence" (Sherri Oden) describes the importance of infants' and children's interaction with others as it relates to the developmental stages of children's social competence. The annotated bibliography contains citations to journal articles of special interest to parents and a list of newsletters and magazines which frequently include information on children's social development. The last section is a reprint of a computer search of the ERIC database divided into portions dealing with preschool and elementary school age children. (BN)

RC

ED 273 397 RC 015 418
Pitts, Ilse M.
Career Education Counseling for Migrant Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—NIE-400-83-0023
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Career Awareness, *Career Counseling, *Career Education, Elementary Secondary Education, High School Equivalency Programs, *Migrant Education, Migrant Youth, Work Experience Programs
Identifiers—ERIC Digests

With special attention to meeting the needs of migrant students who are characterized by high mobility and a high dropout rate, this digest presents an overview of career education counseling and provides guidance to assist teachers, counselors, and administrators in incorporating such counseling into their curricula. The three major career education counseling elements of career exposure, work preparation, and basic skills development are described. The three strands of career exposure are discussed: self-awareness activities, providing job and role information, and decision-making/goal-attaining activities. Through written information, interview, and job site involvement, work preparation is described as providing students with practical experience and job option awareness. Several programs which provide basic skills to youth who have left school prior to graduation (e.g., Adult Basic Education and General Equivalency Diploma) are reviewed. Grades at which the different elements should be implemented and how career education counseling is different for migrant youth are described. Discussions regarding community involvement, counselor responsibility, the incorporation of counseling elements into different curricula and existing programs, and a list of five existing migrant career education counseling programs conclude the document. (PM)

ED 273 423 RC 015 907
Rios, Betty Rose D., Comp.
A Directory of Organizations and Programs in Rural Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; Rural Education Association, Fort Collins, CO.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0023
Note—13p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conferences, Elementary Secondary Education, Females, Foreign Countries, Higher Education, National Programs, *Organizations (Groups), *Program Descriptions, *Publications, Regional Programs, Rural Areas, Rural Development, *Rural Education, Rural Population, Scholarly Journals, *Small Schools, State Programs
Identifiers—Rural Women

Organizations and programs with a major emphasis in rural education and small schools are listed in this directory. The entries–derived from a survey conducted in late 1985 and early 1986–are listed alphabetically by state within national, regional, state, and university categories. A brief description of the activity's function is followed by the date it was established and if it sponsors an annual conference or publishes a newsletter or journal. A foreign category is included in recognition that some issues in rural education are universal. There are 82 entries listed, more than twice the number of the 1983 edition of the directory. Of the 82 activities in the directory, 60% (49) were initiated since 1980. Of the 10 state programs, only 2 existed prior to 1983. Only 10 of the 27 university-based programs existed before 1980. Only 15 activities (18%) represent national organizations or programs. Grassroots strength is shown in the state and university activities, which account for 57 (70%) of the entries. Completing the directory is a list of eight journals that are wholly or in part concerned with sharing information about rural and small schools, the populations they serve, and the settings in which they function. (JHZ)

ED 279 483 RC 016 159
Quezada-Aragon, Manuela L., Comp.
A Directory of Organizations and Programs in Migrant Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0023
Note—12p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Programs, Elementary Secondary Education, Higher Education, *High School Equivalency Programs, Information Sources, *Migrant Education, *Migrant Programs, National Programs, *Organizations (Groups), Program Descriptions, *Resource Centers, State Officials, State Programs
Identifiers—*College Assistance Migrant Program, *Portable Assisted Study Sequence Program

Organizations and programs related to migrant education are cited in this directory containing entries based on responses received through mail and telephone surveys. Entries are listed alphabetically by state within the following categories: national activities (7 entries), migrant education resource centers (8), Section 143 migrant education projects (18), High School Equivalency Programs (23), College Assistance Migrant Programs (7), and Portable Assisted Study Sequence Programs (29). Listings include addresses and phone numbers, contact persons, and brief descriptions highlighting program purposes and activities. A listing of current Chapter 1 migrant education program state directors concludes the directory. (JHZ)

ED 280 648 RC 016 158
Quezada-Aragon, Manuela L., Comp.
A Directory of Organizations and Programs in Mexican American Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—6p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *College Programs, Engineering Education, Fine Arts, Higher Education, Legal Aid, Mathematics Education, Mental Health, *Mexican American Education, *Mexican Americans, Migrant Education, Multicultural Education, *National Programs, *Organizations (Groups), Program Descriptions, Science Education, Secondary Education, Spanish Speaking, Womens Studies

The directory cites 40 organizations or programs related to Mexican American education. Entries are based on responses to surveys conducted in the fall of 1985 and spring of 1986. The entries are listed alphabetically by state within national, state, and university categories. Each entry includes a brief description of the organization/program function, appropriate acronym, address, telephone number, and contact person. A program description and listing of the eight current bilingual education multifunctional support/resource centers concludes the directory. Services and issues of concern to the listed organizations include migrant teacher aide recruitment, information need of the Spanish-speaking populationl legal aid, social policies and practices affecting Hispanics, women's studies, mental health, ethnic studies, Hispanic arts, mathematics/engineering/scientific education, higher education, bilingual/multicultural education, and Chicano Studies. (LFL)

ED 281 698 RC 016 210
Boloz, Sigmund And Others
Just Beyond Your Fingertips: American Indian Children Participating in Language Development.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Grant—NIE-400-83-0023
Note—129p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($9.95).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*American Indian Education, American Indians, Educational Strategies, Elementary Education, Interdisciplinary Approach, Language Acquisition, *Language Arts, *Language Experience Approach, *Learning Activities, Parent Participation, Primary Education, Program Descriptions, Teacher Attitudes, Tribes, Worksheets, *Writing (Composition)
Identifiers—Arizona (Ganado), *Ganado Language Arts Development Project AZ, *Navajo (Nation)

This publication describes the development, implementation, and success of the Ganado Language Arts Development (GLAD) Project on the Navajo reservation in northeastern Arizona which develops the foundation for literacy in each student, expands and enriches pedogogical competencies of staff in teaching language arts, and develops/strenghtens parental awareness/support for school programming. The first three chapters discuss the early years, set parameters for change, review ideas to improve the school and establish the language program, and describe the excitement within the project today. Chapter 4 reviews issues of early literacy related to creating an interactively rich, trusting environment. Chapter 5 and 6 present ideas for working in kindergarten and first grade classrooms. Chapter 7 examines integration and writing across the curriculum, while Chapter 8 focuses on writing in the second and third grades. Chapter 9 addresses teachers' attitudes toward change and the effects of involvement in writing and risk taking. Chapter 10 discusses the need to implement progress across the school as a whole and reflects on special areas of the school. The book concludes with a bibliography and a section about the contributors. The book is highlighted with reproductions/examples of student writing (paragraphs, poems, posters) and sample writing exercises and worksheets. (NEC)

ED 282 680 RC 016 233

Toy, Steve

School-Community Relations in Small, Rural School Districts: Developing a Plan for a Productive Partnership.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Grant—400-83-0023

Note—124p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($7.00).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, *Board of Education Policy, Communication (Thought Transfer), Community Involvement, Community Support, Educational Innovation, Elementary Secondary Education, Politics of Education, Program Descriptions, Program Effectiveness, *Program Implementation, *Public Relations, *Rural Education, Rural Schools, *School Community Relationship, School Districts, School Support, *Small Schools, Superintendents

Identifiers—*Administrator Effectiveness

Addressing the concerns and resources of small, rural school districts, this book sets out a rationale and model plan for school-community relations. After introductory material and a review of what's been done, the first major section lists and describes 10 criteria shown by research to be most important for a small school district community relations program: an evaluation component; someone delegated with specific responsibility for the program; a quality educational program; a planned and systematic program, including goals; needs assessment research; personal good will; honesty; sound media relationships; two-way communications; and enthusiasm. This section is followed by summaries of notable school-community relations practices in 30 school districts throughout the United States. The section begins with a list of 26 notable practices, including newsletters, learning at home projects, and monthly citizen luncheons. The final section proposes a model plan that incorporates the 10 criteria for success that were defined at the outset. Ten steps are proposed for implementing the plan: develop board policies; do needs assessment research; correct existing deficiencies in the educational program; set internal and external goals; give honesty priority; give personal good will and enthusiasm priority; plan the actual program; plan the methods of communication; execute the program; and evaluate the success of the program. (JHZ)

ED 284 714 RC 016 390

Yerkes, Rita, Comp. And Others

Outdoor Education across America: "Weaving the Web." Selected Papers, Activities, and Resources from the 1987 National Outdoor Education Conference (Cortland, New York, October 9-12, 1987).

Aurora Univ., IL.; ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; New York State Outdoor Education Association, Syracuse.; State Univ. of New York, Cortland. Coll. at Cortland.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 87

Contract—NIE-400-86-0024

Note—97p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($6.00 plus $1.50 for postage).

Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adventure Education, Camping, College Students, *Communication Skills, Conservation Education, Crisis Intervention, Educational Philosophy, *Educational Research, Elementary Secondary Education, Environmental Education, Experiential Learning, Games, Language Skills, Leadership, Legal Responsibility, Older Adults, *Outdoor Activities, *Outdoor Education, Photography, Physical Disabilities, *Program Administration, Program Development, Recreational Activities, Summer Programs

Identifiers—Wilderness Education Programs

Selected through a refereed process from presentations given by speakers at the "1987 Outdoor Education across America: Weaving the Web" Conference, the content represents philosophy, ideas, program activities, and research of outdoor practitioners and leaders across America. The 25 presentations/workshops are summarized under the broad headings of: philosophy and foundations for education in the outdoors (2 papers), program administration and leadership (5), research implications (8), communication techniques for outdoor programs (3), environmental concerns and concepts (1), and selected outdoor education activities (6). Each citation gives the author's name, address, and telephone number; a summary of the workshops or presentation; main ideas presented in the workshop; and references pertaining to the topic presented. Examples of presentations/workshops included in this conference booklet are: American Environmentalism: Our Artistic/Literary Heritage; Outdoor Education Programs for Older Adults; So You Want To Be a Licensed Outdoor Guide?; Research Issues for Wilderness and Adventure Education Programs; Soft Skills and Outdoor Adventure; The Effects of a Two-Week Adventure Program on Group Cohesion in the Physically Handicapped; Spider Web and Other Educational Initiatives and Games; The Beaver: History, Habitat, Lifestyle; Canoe Basics; and Outdoor Photography for the Practicing Photographer. An alphabetical index of presenters is appended. (ERB/JMM)

ED 284 715 RC 016 417

George, Karlene R.

A Guide to Understanding Gifted American Indian Students.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—NIE-400-83-0023

Note—102p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($9.00 plus $1.50 for postage).

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—American Indian Culture, *American Indian Education, American Indians, Case Studies, Community Responsibility, *Cultural Influences, Culture Fair Tests, Elementary Secondary Education, *Gifted, *Individual Needs, Program Descriptions, Program Implementation, *Relevance (Education), *Talent Identification, Test Bias, Tribes

Identifiers—Klallam (Tribe), *Native American Gifted Program Model, Suquamish (Tribe)

Case studies are used to illustrate issues in the identification of gifted and talented American Indian children and the development of appropriate programs that respond to individual needs and cultural values. Emphasis is placed on the identification of students who do not manifest their high intellectual and creative abilities in ways accepted or recognized by the dominant culture and who are therefore excluded from appropriate educational opportunities. Chapter 1 presents a definition of giftedness which places responsibility for identification of gifted children on the shoulders of the cultural community. Chapter 2 reviews checklists, observations, tests, and other indices used in the identification of gifted children and stresses the need for the use of a variety of identification measures used in combination. Selected identification measures are examined for cultural bias. Chapters 3 and 4 describe the Native American Gifted Program model including curriculum, culturally relevant activities, and development of the Native American Special Abilities Profile which identifies those abilities valued by the cultural community -Klallam and Suquamish families with children in the North Kitsap School District, Washington. Appendices define terms in gifted education and list 43 tests which have been used successfully to identify and evaluate gifted potential for American Indian students. (JHZ)

ED 284 716 RC 016 418

Bull, Kay Sather

Rural Options for Gifted Education. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0024

Note—4p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (Free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Characteristics, *Community Support, Computer Uses in Education, Educational Technology, Elementary Secondary Education, Extracurricular Activities, *Gifted, *Individualized Education Programs, Mentors, *Program Development, *Rural Education, *School Community Relationship, Small Schools

Identifiers—ERIC Digests

Rural gifted programs should be developed by the consumers in rural communities and should focus on the needs and strengths of the community. The unique aspects of rural schools should be used to develop defensible community-based programs. General gifted education procedures, such as developing peer groups and psychologically secure environments, should be followed, but grouping provisions from larger urban settings are not generally appropriate. Curricula for gifted students should be modified in terms of rate of progress, control of content, and type of content. These content changes, as well as changes in instructional formats, may be accomplished or supported using modern technological means, particularly computers. When the local program requires it, teachers or students may be transported to off-campus locations to meet program goals. Support activities may be provided out of school, but these activities should be in addition to a regular education program for gifted students. (JHZ)

SE

ED 273 432 SE 046 315

Disinger, John F. Lisowski, Marylin

Teaching about Hazardous and Toxic Materials. Teaching Activities in Environmental Education Series.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 85

Contract—400-78-0004

Note—275p.; Other volumes in ERIC/SMEAC's "Teaching Activities in Environmental Education" series are listed in the preface of this paper along with corresponding ED numbers.

Available from—SMEAC Instructional Resources Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Elementary Secondary Education, *Environmental Education, Environmental Standards, *Hazardous Materials, Interdisciplinary Approach, Language Arts, *Learning Activities, Mathematics Education, *Physical Environment, *Pollution, Public Health, Quality of Life, Science

Education, Social Studies, *Wastes
Identifiers—*Environmental Problems

Designed to assist practitioners of both formal and non-formal settings, this 18th volume of the ERIC Clearinghouse for Science, Mathematics, and Environmental Education's Teaching Activities in Environmental Education series specifically focuses on the theme of hazardous and toxic materials. Initially, basic environmental concepts that deal with hazardous and toxic materials are listed and are referenced by the page number of the activities where they are addressed. A synthesis of the federal legislation related to hazardous substances is presented and management options are discussed. A general outline of the classification scheme used in the guide is provided and the number of activities according to each grade level, subject area, and focus area is specified. The teaching activities are grouped by suggested grade levels (K-3; 4-6; 7-9; and 10-12). Information on each activity includes: (1) purpose; (2) grade level; (3) focus area (general, health, water, air, biological aspects, disposal, and social/political aspects); (4) subjects (science/health, social studies, mathematics, language arts, fine arts, and home economics); (5) concept; (6) references; and (7) actual activity (including materials which can be duplicated). A listing of 32 references is also provided. (ML)

ED 274 512 **SE 047 199**
Helgeson, Stanley L.
Research in College Science Teaching: Cognitive Levels and Reasoning. ERIC/SMEAC Special Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, *Cognitive Processes, *College Science, Higher Education, *Learning Theories, Piagetian Theory, *Process Education, Science Education, *Science Instruction, Skill Development
Identifiers—ERIC Digests, *Science Education Research

Selected research studies that explore the assumption that college science students operate at a formal cognitive level are presented in this information digest. Studies are reviewed that relate to the areas of: (1) formal thought (examining the relationship between measured formal thought and that required to understand formal college physical science concepts and also the relationship between formal-operational thought and conceptual difficulties in genetics problem solving); (2) reasoning (discussing the effects of various methods and formats of administering a Piagetian reasoning problem and exploring the hypothesis that formal reasoning is required to balance even simple chemical equations); and (3) integrated process skills (reporting that process skills in the laboratory could significantly improve process skill achievement). (ML)

ED 274 513 **SE 047 200**
Lisowski, Marylin
Science-Technology-Society in the Science Curriculum. ERIC/SMEAC Special Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary School Science, Elementary Secondary Education, Instructional Improvement, Interdisciplinary Approach, *Learning Strategies, *Science and Society, Science Curriculum, Science Education, *Science Instruction, *Secondary School Science, Technology
Identifiers—ERIC Digests

A review of representative instructional strategies and programs which focus on Science-Technology-Society (STS) themes is presented in this digest. A rationale and specific recommendations for the inclusion of an STS component in the science curriculum are offered. The options which exist for instruction of STS themes are identified and examples of each are stated. These include: (1) instructional approaches (highlighting the infusion, activity, and topic organizer approach); (2) units of study-modules (citing programs which consist of single modules, series of units, case study formats, and dilemma situations); (3) international programs (focusing on the offering of the United Kingdom and South East Asia). Selected publications related to STS topics are also identified. (ML)

ED 274 556 **SE 047 460**
Blosser, Patricia E.
Safety Hazards in Science Classrooms. ERIC/-SMEAC Science Education Digest No. 1, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH. ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accident Prevention, Biology, Chemistry, Classroom Environment, Elementary Secondary Education, *Laboratory Safety, Physics, Safety, *Safety Education, Science Education, Science Facilities, *Science Laboratories, Science Materials, *Secondary School Science
Identifiers—ERIC Digests

Safety hazards that are frequently found in science classrooms are addressed in this digest which updates and supplements the 1980 ERIC/SMEAC information bulletin "Safety in the Science Classroom." Information obtained from journal articles and safety guides is presented in the categories of: (1) risks involved in science activities; (2) hazards in chemistry classrooms; (3) hazards in physics classrooms; (4) hazards in biology classrooms; (5) fire; and (6) resources for teachers. Various publications related to safety and safety hazards in science that are available in the ERIC database are identified and described. Guide questions that assist in an assessment of a teacher's familiarity with safety in the science classroom are also provided. A list of 20 references concludes the digest. (ML)

ED 274 557 **SE 047 461**
Disinger, John F.
Current Research in Environmental Education. ERIC/SMEAC Environmental Education Digest No. 1, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Animals, Cognitive Development, Elementary Secondary Education, *Environmental Education, *Marine Education, Perception, Physical Environment, *Student Attitudes, *Teacher Attitudes, Teacher Education, *Teacher Influence
Identifiers—Environmental Attitudes, Environmental Education Research, ERIC Digests

This digest describes a selection of environmental education research studies that were included in the ERIC system in 1985. It is noted that much of the reported research in environmental education continues to deal with the affective domain, but that there are stronger efforts toward relating affective components with knowledge gain, conceptualization, and perception. Studies are reviewed in the areas of: (1) opinions and attitudes; (2) marine orientations; (3) educating the public; (4) attitudes toward animals; and (5) teacher factors. A list of 17 references are also included. (ML)

ED 276 569 **SE 047 543**
Suydam, Marilyn N.
Research on Instructional Materials for Mathematics. ERIC/SMEAC Special Digest No. 3, 1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Calculators, Educational Research, Elementary Secondary Education, *Instructional Materials, Manipulative Materials, Mathematics Curriculum, *Mathematics Education, *Mathematics Materials, Microcomputers, *Research Utilization, Textbooks
Identifiers—ERIC Digests, *Mathematics Education Research

In this brief review, research on varying types of instructional materials is summarized. The evidence indicates that the textbook is the most widely used instructional material, and few teachers appear to use any other materials more than five times a year. Research findings on the value of the use of manipulative materials seems clear: they have a high probability of increasing achievement, and appear to be essential in providing a firm foundation for developing mathematical ideas. While textbooks and tests shape the curriculum, studies indicate that the match of topics between the two cannot be taken for granted. While most children at all grade levels have access to or own calculators, few teachers actually use them in the mathematics classroom. Nevertheless, achievement scores are as high or higher when calculators are used for mathematics instruction as when they are not used. The usefulness of computers is accepted, but the task of integrating them into the curriculum has just started. Each of the findings is discussed, with illustrative references cited. (MNS)

ED 276 616 **SE 047 613**
Ukens, Leon, Ed.
Science Experiences for Preschoolers. CESI Sourcebook IV.
Council for Elementary Science International.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-86-0016
Note—120p.
Available from—Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212. ($7.50).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Biological Sciences, Early Childhood Education, *Elementary School Science, *Experiential Learning, *General Science, Multisensory Learning, Outdoor Education, Physical Sciences, Piagetian Theory, *Preschool Education, Primary Education, *Science Activities, Science Education, *Science Instruction
Identifiers—*ERIC Clearinghouse for Science Math Environ Educ

This document provides preschool teachers with activities intended to help children better understand the world around them. The introductory section of this book includes papers focusing on the cognitive development of the preschooler, encouraging the integration of science into the early childhood curriculum, promoting multisensory science experiences for young children, and describing the organization of the remainder of the sourcebook. The book contains 55 activities and is divided into sections on general science, life science, and physical science. Each activity includes: (1) a focus statement that delineates the concepts and/or skills developed by the activity; (2) a challenge statement, intended to stimulate the children's interest; (3) a listing of materials and equipment needed to carry out the activity, including simple construction plans for some homemade apparatus; (4) a how-to-do-it section which provides suggestions for planning, organizing, and actually implementing the activities with youngsters; (5) ideas for further challenges that could lead to follow-up activities; and (6) references used. (TW)

ED 276 629 SE 047 634
Suydam, Marilyn N.
An Overview of Research Computers in Mathematics Education, K-12. ERIC/SMERC Mathematics Education Digest No. 1, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—400-86-0016
Pub Date—86
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, Educational Games, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Programing, *Secondary School Mathematics, Skill Development, Student Attitudes
Identifiers—*Mathematics Education Research

This digest briefly reviews some of the current findings from research on microcomputers which seem most pertinent to teachers in elementary and secondary schools. Summaries are presented of findings related to: (1) status surveys; (2) computer literacy and mathematics instruction; (3) effects of teaching computer programing; (4) tutorial computer assisted instruction and mathematics achievement; (5) computer assisted drill and practice; (6) effects on students of mathematical games played on microcomputers; (7) computer managed instruction; and (8) student attitudes. (ML)

ED 277 543 SE 047 633
Disinger, John F.
The "Tbilisi + 10" International Congress: Background. ERIC/SMEAC Environmental Education Digest No. 2, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, *Elementary Secondary Education, *Environmental Education, *Global Approach, Government Role, Government School Relationship, Higher Education, Information Networks, International Cooperation, International Organizations, *International Programs, Nonprofit Organizations, Policy Formation, Professional Associations, Teacher Education Programs
Identifiers—*Environmental Issues, *UNESCO

An International Congress on Environmental Education has been announced for Moscow, Union of Soviet Socialist Republics (USSR), during late summer 1987, to mark the tenth anniversary of the October 1977 Intergovernmental Conference on Environmental Education, held in Tbilisi, Georgia, USSR. This document reviews the outcome of the 1977 conference, discusses briefly the follow-up activities of the past decade, and indicates the apparent baseline for the 1987 congress. The 1977 conference is described, including its major recommendations and the topics that it addressed. Summaries produced as a result of the conference are discussed, along with follow-up activities that occurred in the United States. These included efforts coordinated by the Federal Interagency Committee on Education, Subcommittee on Environmental Education (FICE/SEE), by the Alliance for Environmental Education (AEE), and by the International Society for Environmental Education (ISEE). Preparatory activities for the Tbilisi + 10 conference are outlined, including ISEE workshops held in 1984 and 1986 as a part of the annual conferences of the North American Association for Environmental Education. (TW)

ED 277 547 SE 047 642
Disinger, John F. Wilson, Terry L.
Locating the "E" in S/T/S. ERIC/SMEAC Information Bulletin No. 3, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—7p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content), Curriculum Design, Curriculum Development, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Futures (of Society), Global Approach, Interdisciplinary Approach, Quality of Life, *Science and Society, Science Education, Social Problems, *Social Studies, Technological Literacy
Identifiers—*Environmental Education Research, Science Technology and Society Courses

An emerging focus on pre-college education in the 1980s is the interaction of science and technology in terms of their combined interrelationships with society. The characterizations of the science/technology/society (S/T/S) theme, as advanced by science educators, social studies educators, and environmental educators, exhibit similarities. It is the purpose of this document to highlight the interconnections of the S/T/S perspectives of the three fields and, in particular, to note contributions that environmental education might make to the implementation of the various S/T/S goals of general education. This involves the description of the S/T/S involvements of all three threats, comparisons of the work of individuals and of organizations working toward similar goals, and an examination of the question, to what extent should attempts to implement S/T/S goals include and emphasize environmental education components? Goal statements relating to the S/T/S threats from all three fields are listed/referenced, as well as those proposed by some associated global education and citizenship education efforts. Examples of programs that are already including environmental education components in S/T/S oriented materials are described. (TW)

ED 277 565 SE 047 661
Howe, Robert W.
Survey of Selected ERIC Users–1986.
Council of ERIC Directors.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—30 Dec 86
Note—57p.
Available from—SMEAC Information Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Feasibility Studies, Information Science, *Information Services, *Information Utilization, *National Surveys, Opinions, Questionnaires, Surveys, *User Needs (Information), *User Satisfaction (Information)
Identifiers—*ERIC

Several projects were undertaken in 1986 for the purpose of maintaining and improving the ERIC system. This report focuses on one of the projects that involved two surveys of users of the ERIC system and its products. Survey I consisted of a stratified sample of 500 ERIC Standing Order Customers (SOCs). These sites subscribe to the ERIC microfiche collection and represent the heaviest users of ERIC. The respondents represented all types of SOCs and included 70 percent of the state departments of education and school districts that subscribe to the ERIC microfiche. Survey II was a sample of 200 administrators and teachers selected from a list of 2,800 schools surveyed periodically since 1969 by the SMEAC Information Reference Center at The Ohio State University. In addition, a sample of 50 administrators and teachers were sampled in Ohio. Each survey is described in terms of its: (1) sample population; (2) data collection procedures; and (3) data results and analysis. A summary is provided as well as a discussion of specific user recommendations. Appendices contain survey letters and questionnaires. (ML)

ED 278 536 SE 047 641
Suydam, Marilyn N.
Evaluation in Mathematics Instruction. ERIC/SMEAC Information Bulletin, No. 2, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0016
Note—6p.; "Evaluation in the Mathematics Classroom," by Marilyn N. Suydam, is available from ERIC/SMEAC ($8.50).
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Planning, Elementary Secondary Education, *Evaluation, Evaluation Methods, *Mathematics Education, *Mathematics Instruction, *Problem Solving, *Testing
Identifiers—*Mathematical Sciences Education Board

This bulletin focuses on three developments related to evaluation. First, the plans and initial work of the Mathematical Sciences Education Board, formed in 1985, are described. The Board's goals, its view of the major challenges in mathematics education facing the nation's schools, and its plans are discussed. The development of a design for studying the impact of testing on mathematics education is then described. The second section of the bulletin provides an overview of a revised publication on evaluation in the mathematics classroom, available from ERIC/SMEAC ('Evaluation in the Mathematics Classroom," published first in 1974). What is included in the publication is noted, with several illustrative examples. A second publication with similar goals ('Mathematics Assessment for the Classroom Teacher," developed by the Virginia Council of Teachers of Mathematics) is also described. In the third section of the bulletin, the need to evaluate mathematical problem solving more effectively is considered. Procedures that can be used in addition to paper-and-pencil measures are listed. Finally, several tests that attempt to assess mathematical problem solving processes are cited, with examples. Sixteen references are listed. (MNS)

ED 278 551 SE 047 715
Gallagher, James J.
A Summary of Research in Science Education–1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-86-0016
Note—193p.; This document will be published in the journal "Science Education."
Available from—John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10016 (Contact publisher for price).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Academic Achievement, Cognitive Development, Computer Assisted Instruction, Concept Formation, Educational Research, Elementary Secondary Education, Higher Education, Literature Reviews, Misconceptions, *Science Curriculum, *Science Education, Science Instruction, Science Teachers, Student Attitudes, Student Characteristics, *Teacher Education, *Teaching Methods
Identifiers—*Science Education Research

This review of research in science education consists of 432 reports published in 1985. Data sources include science education journals that regularly appear in the "Current Index to Journals in Education," reports entered into the ERIC system in "Resources in Education," and dissertations reported in "Dissertation Abstracts." Summaries are provided for most of the citations. These summary statements are in 12 categories which include: (1) reviews of research; (2) evaluation (including broad scale assessment and test development and analysis); (3) student characteristics and educational outcomes (highlighting predictors and correlates of achievement); (4) attitudes toward science; (5) student concepts and conceptual reasoning (studies on misconceptions, conceptual change, and the New Zealand Learning in Science Project); (6) instructional treatment and student achievement (reporting findings identified at different grade levels, with gifted students, and in non-formal settings); (7) influence of instruction on cognitive skills; (8) laboratory work; (9) microcomputer applications; (10) curriculum (studies in content analysis, curriculum development and implementation); (11) practice in science teaching (including exemplary practices); and (12) teacher preparation (both preservice and inservice studies as well as teacher attributes and supply). A bibliography of studies reviewed concludes the document. (ML)

ED 280 715 **SE 047 877**

Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.

National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (60th, Washington, DC, April 23-25, 1987).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 87

Contract—400-86-0016

Note—206p.; For 1986 abstracts see ED 266 044.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.75).

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Biology, Chemistry, *Cognitive Processes, Computer Assisted Instruction, Concept Formation, Curriculum Development, Elementary Secondary Education, Experiential Learning, Higher Education, Learning Strategies, Microcomputers, Misconceptions, Physics, Problem Solving, Process Education, *Science Curriculum, Science Education, *Science Instruction, Science Teachers, *Sex Differences, Skill Development, Student Attitudes, *Teacher Education, *Teaching Methods

Identifiers—*Science Education Research

Abstracts of most of the papers, symposia, and poster sessions presented at the 60th conference of the National Association for Research in Science Teaching (NARST) are provided. Subject areas addressed include: videodisc technology; problem solving; cognitive learning; attitudes toward science; teaching strategies; science, technology, society; learning in informal settings; science process skills; gender differences; teaching with microcomputers; textbooks and instructional materials; information processing; wait time and questioning techniques; teacher concerns; science curriculum; teacher education; misconceptions in science; philosophy of science; and cross-cultural research. (ML)

ED 281 709 **SE 047 665**

Disinger, John F., Comp.

Current Practices in Science/Society/Technology/Environment Education: A Survey of the State Education Agencies.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Coll. of Education.; Ohio State Univ., Columbus. School of Natural Resources.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 86

Grant—400-86-0016

Note—127p.; A project of the ERIC Clearinghouse for Science.

Available from—SMEAC Information Reference Center, The Ohio State Univeristy, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Elementary School Science, Elementary Secondary Education, *Environmental Education, Interdisciplinary Approach, *Science and Society, Science Education, Science Instruction, *Secondary School Science, Social Studies, *State Departments of Education, State Programs, State School District Relationship, Synthesis, Theory Practice Relationship

Identifiers—*Environmental Education Research

A project of the ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/SMEAC) has focused on the synthesis of information dealing with its specific areas of concern. Recent developments in the science and social studies educational communities have led to an increasing emphasis on the educational implications of the interactions among science, technology, and society, with particular emphasis in their interdisciplinary character. This report identifies some of the overlap between these concerns and those of the environmental education community. It is a result of a national survey carried out by ERIC/SMEAC in 1986 designed to identify and characterize the overlaps of science, technology, society, and environment within the elementary and secondary school programs at both the state and local levels. Included in this volume are the responses to a questionnaire addressing this topic which was sent to representatives of all state agencies, along with an overall summary which attempts to provide a national synthesis. The individual responses from 40 states and the District of Columbia are included, as well as copies of the survey form and cover letter. (TW)

ED 282 711 **SE 047 664**

Disinger, John F. Lisowski, Marylin

Teaching Activities in Science/Society/Technology/Environment.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 86

Contract—400-86-0016

Note—164p.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Conservation (Environment), Elementary School Science, Elementary Secondary Education, *Environmental Education, Global Approach, *Interdisciplinary Approach, *Learning Activities, Mathematics Education, Natural Resources, Physical Environment, Quality of Life, Science Activities, *Science and Society, Science Education, Science Instruction, Secondary School Science, Social Studies, Technological Advancement, *Technology

Identifiers—*Environmental Concepts

Developed to highlight the interrelationships between and among science, technology, society, and the environment, this guide offers educators ideas and activities, and identifies resources for instruction at the elementary and secondary school level. Introductory comments explain and support the role and importance of environmental education in Science/Technology/Society (STS) education. Environmental concerns, problems, and principles are identified and discussed in terms of their relationship to STS education; a list of 13 concepts serves as an index to the instructional activities offered in this guide. Activities are then presented according to grade level category (elementary, middle/junior high school, and senior high school). Each of the activities addresses an environmental concern and/or concept. Information on each activity includes: (1) purpose; (2) grade level; (3) subject area; (4) environmental concept; (5) reference source; (6) background information; and (7) actual activity. References are provided for both the activity sources and introductory section. (ML)

ED 282 776 **SE 048 202**

Blosser, Patricia E.

Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students. ERIC/SMEAC Science Education Digest No. 1, 1987.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0016

Note—4p.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Restructuring, Cognitive Structures, Concept Formation, *Concept Teaching, Elementary Education, *Elementary School Science, Instructional Improvement, *Learning Theories, Literature Reviews, *Misconceptions, Science Education, *Science Instruction, Scientific Concepts, Teacher Education

Identifiers—ERIC Digests, *Science Education Research

This ERIC Digest describes the parameters of misconception research as it relates to the learning of science and highlights some of its implications for the teaching of science in the elementary school. The document reviews terminology associated with misconception research, identifies common characteristics of misconceptions, and specifies strategies and directions for teachers and teacher educators of elementary school science. (ML)

ED 284 717 **SE 047 593**

Suydam, Marilyn N.

Evaluation in the Mathematics Classroom: From What and Why to How and Where. Revised Edition.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 86

Contract—400-86-0016

Note—55p.; For first edition see ED 086 517.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Measures, Cognitive Development, Criterion Referenced Tests, *Elementary School Mathematics, Elementary Secondary Education, *Evaluation Methods, Mathematics Education, *Mathematics Instruction, Norm Referenced Tests, *Secondary School Mathematics, Standardized Tests, Student Attitudes, *Test Construction

This document discusses the role and the scope of evaluation in the mathematics classroom. The scope of mathematics objectives to be evaluated, the scope of evaluation purposes in the mathematics classroom, and the scope of evaluation procedures are noted. Specific comments are made on various evaluation procedures, including: (1) observations; (2) interviews; (3) inventories and checklists; (4) attitude scales; (5) criterion-referenced tests; (6) norm-referenced tests; (7) standardized tests; and (8) diagnostic tests. Both general and specific suggestions for planning tests and for writing various test items are included. Types of test items discussed include multiple choice, true-false, matching, completion and essay. An extensive list of selected references is included to direct attention to documents which will provide additional help. (TW)

SO

ED 273 539 **SO 017 471**

Cohen, Cheryl Bernstein

Teaching about Ethnic Diversity. ERIC Digest No. 32.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-86-0020
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Cultural Studies, Cultural Background, *Cultural Differences, Cultural Education, Curriculum Development, Elementary Secondary Education, *Ethnic Bias, Ethnic Groups, Ethnicity, Ethnic Relations, *Ethnic Studies, Integration Studies, Self Concept, *Social Studies
Identifiers—*Diversity (Groups), ERIC Digests

The ERIC digest examines the paradox posed to social studies educators by the new wave of immigrants and increasing ethnic diversity: namely, how do educators depict accurately and fairly the rich ethnic diversity of the United States and also teach core values of a common American heritage? With the underlying theme being the promotion of both unity and diversity, the digest discusses four aspects of the problem: (1) the meaning of education about ethnic diversity in the United States, which concentrates on core values; (2) reasons for its importance, which include enhancing students' self-concepts; (3) the place of ethnic diversity in the curriculum, which should permeate all levels; and (4) procedures for teaching about ethnic diversity in the United States, which suggest seven approaches, including unbiased examination, comparisons, positive interpersonal relationships, community resources, reading programs, and value reinforcement. A bibliography is included. (TRS)

ED 274 564 SO 017 388
Giese, James R., Ed. Parisi, Lynn S., Ed.
A Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Report No.—ISBN-0-89994-307-1
Pub Date—86
Contract—400-84-0012
Note—155p.; For teacher's guide for grade 8, see SO 017 598.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
Pub Type—Information Analysis - ERIC Information Analysis Products (071)—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Curriculum Guides, Elementary Education, Grade 5, *Humanities, Instructional Materials, Learning Activities, Learning Modules, Lesson Plans, *Social Studies, Teaching Guides, *United States History, Units of Study

The book presents a framework that can be used to teach a survey of United States history from an integrated humanities perspective. Aimed at teachers of grade 5, it emphasizes the early national period, 1790-1830. The volume contains 22 activities presented in a standard format: a brief introduction describing the activity, list of objectives, estimated time of the activity, necessary materials, step-by-step implementation procedures, and hand-out masters. Several of the activities include examining artifacts, making hornbooks, candlemaking, constructing a Children's Bill of Rights, singing, charting a family tree, mapwork, and discussion of readings. The book concludes with two lists of resources, including ERIC system documents and a selected bibliography. (TRS)

ED 274 582 SO 017 544
Hoge, John D.
Improving the Use of Elementary Social Studies Textbooks. ERIC Digest No. 33.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Contract—400-86-0020
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Ability, Educational Needs, Educational Research, Elementary Education, *History Textbooks, Reading Comprehension, Reading Difficulties, Reading Materials, Skill Development, *Social Studies, Teaching Methods, Textbook Content, Textbook Evaluation, *Textbooks
Identifiers—ERIC Digests

The hard-cover basal textbook continues to dominate teaching and learning in elementary social studies, particularly as a reaction to reduced budgets, the back to basics movement, state-wide testing, and criticism of less traditional teaching practices. Two problem areas encountered by children when using social studies textbooks include lack of experiential background and the inherent difficulty of social studies content. Technical concepts may have little or no meaning unless specific vocabulary or concept development lessons precede use of the text by students. In order to improve this situation, teachers should clarify their objectives and consider the teaching suggestions provided in the textbook. Teachers should also: (1) develop the required background, (2) accommodate varying reading levels, (3) provide direct instructional help, and (4) select learning activities to help students apply and extend the major concepts. The digest contains practical suggestions for developing each of these areas and for helping students extend the textbook concepts and apply them to their own life experiences; the suggestions include using textbook maps, wall maps, and globes; explaining the concept of time; devising a social studies glossary; and explaining why a textbook is used and what should be gained from it. (CBC)

ED 274 611 SO 017 597
Risinger, C. Frederick
How To Plan And Implement Successful Social Studies Inservice Programs. ERIC Digest No. 34.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0020
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Conferences, Curriculum Development, Evaluation, Higher Education, *Inservice Education, Instructional Materials, Learning Strategies, Meetings, Professional Development, Seminars, *Social Studies, Teacher Education, Teaching Methods, *Workshops
Identifiers—*ERIC Digests

The workshop is the most convenient and frequent means of inservice education. The purposes and types of social studies inservice workshops are examined, guidelines for effective planning and implementation are provided, and helpful hints and areas of caution designed to assist in conducting successful workshops are suggested. Six typical formats of social studies workshops are noted: (1) curriculum development, revision, and improvement; (2) awareness and/or dissemination of social studies materials and strategies; (3) evaluation of curriculum or instructional impact; (4) evaluation of student progress; (5) implementation of specific materials or strategies; and (6) local sharing programs. Those planning successful inservice programs must consider participant needs, workshop content, specific goals, available resources, recruitment and public relations, necessary logistical tasks, evaluation format, and follow-up activities. Hints and cautions to be considered deal with participant involvement, demonstrations and peer teaching, "ice breaker" activities, administrative support, the inclusion of content as well as process, and appropriate evaluation procedures. (TRS)

ED 274 612 SO 017 598
Giese, James R., Ed. Parisi, Lynn S., Ed.
A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-89994-308-X
Pub Date—86
Contract—400-84-0012
Note—181p.; For curriculum for grade 5, see SO 017 388.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Colonial History (United States), Grade 8, History Instruction, *Humanities, Junior High Schools, *Social History, Social Studies, *United States History

This volume presents a framework for teaching eighth grade U.S. history up to 1830 using an integrated humanities perspective that includes art, architecture, literature, religion, music, and dance as applied to everyday colonial life. The 28 activities are presented in standard format, including a brief introduction, list of objectives, time required, necessary materials, and step-by-step procedure. Black-line handout masters are also included. A master chart lists activity titles, historical topics, time periods covered, and an activity description. The first activity presents a cultural universals chart which helps students identify lifestyle differences among the colonies. The second activity, a research project on family life in the early 1800s, includes a two-page question guide. Other activities used include discussion, hypothesizing, inferring, writing, simulation, brainstorming, map interpretation, diary reading, timelines, singing, and local community study. Some of the 28 titles include "Skulls and Angels: Gravestones and Epitaphs in New England Church Yards"; "The Boston Massacre: Recognizing Bias in Primary Sources"; "Dear Diary: New England Daily Life in the 1820s"; "Classical Influence on American Culture"; and "Using Folk Songs to Teach about Slavery." Primary source material is used throughout many of the activities. Two bibliographies are included. The framework provided by this guide can be applied to other historical eras. (CBC)

ED 277 601 SO 017 677
Backler, Alan Stoltman, Joseph
The Nature of Geographic Literacy. ERIC Digest No. 35.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0020
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Geographic Concepts, Geographic Location, Geographic Regions, *Geography Instruction, *Human Geography, Outcomes of Education, *Physical Geography, World Geography
Identifiers—ERIC Digests

This Digest explores the nature of geographic literacy. Part 1 discusses fundamental themes of geography, including absolute and relative location, the natural and cultural characteristics of place, the development of human-environment relationships and their consequences, human movement and interaction, and the formation and change of regions. Part 2 defines basic geography skills as suggested in "Guidelines for Geographic Education." These skills include asking geographic questions, acquiring geographic information, presenting and interpreting this information, and developing and testing geographic generalizations. Part 3 considers the likely learning outcomes expected if students are provided with skills that improve their geographic literacy. These skills include an increased awareness that absolute and relative location are significant aspects of every natural and cultural feature on earth, an understanding of the significance of place in terms of both natural and human characteristics, a greater awareness of human adaptation to natural environments, an increased appreciation of global interdependence, and greater use of the concept of region. These acquired skills should enable students to think more effectively about their world. (CBC)

ED 278 598 SO 017 883
Patrick, John J. And Others
Education on the Constitution in Secondary Schools: Teaching Strategies and Materials for the Bicentennial and Beyond.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Univ., Bloomington. Social Studies Development Cen-

ter.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0020
Note—84p.
Available from—Publications Manager, The Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405 ($10.00 plus postage).
Pub Type— Guides - Classroom - Teacher (052) — Historical Materials (060)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Citizenship Education, *Constitutional History, Course Content, Curriculum Guides, Educational Resources, Instructional Materials, Learning Activities, Secondary Education, *Secondary School Curriculum, *Social Studies, *Teaching Methods, United States Government (Course), United States History
Identifiers—Bicentennial, *United States Constitution

Education for citizenship in a free society has long been a primary goal of social studies education. Knowledge of the Constitution, its principles, values, history, and application to contemporary American Life is an essential of citizenship education and this book is intended to stimulate interest and improvement in teaching practices on the Constitution. The book is organized into three chapters. Chapter 1 assesses the status of the Constitution in the current secondary school curriculum; Chapter 2 presents several types of lessons and teaching strategies that have been used successfully in secondary school courses on American history, government, and civics; and Chapter 3 reviews current projects and learning materials developed especially for the Bicentennial. Appendixes, which make up more than half the volume, present seven model lessons which exemplify teaching strategies discussed in chapter 2. Also provided is an extensive select bibliography which includes ERIC resources on teaching about the Constitution, books on constitutional history and principles of government, and computer software for teaching about the Constitution. (KWL)

ED 278 602 **SO 017 888**
Merryfield, Merry M.
Teaching about Africa. ERIC Digest No. 36.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0020
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*African Culture, Concept Teaching, Course Content, Educational Resources, Elementary Secondary Education, Foreign Countries, Geography, *Global Approach, History, Instructional Materials, Learning Activities, *Social Studies, Teaching Methods
Identifiers—*Africa, ERIC Digests

Recognizing the need to strengthen education about Africa in United States schools and to enable teachers to present complex issues about apartheid, political stability, and cultural conflict, this digest addresses the issue of how teachers can improve their teaching about Africa. The article poses 3 questions: (1) Why is it important to teach about Africa? (2) Where does Africa belong in the curriculum? and (3) What strategies can be used to teach about Africa? Included is a bibliography of resources. (KWL)

ED 280 764 **SO 017 994**
Patrick, John J. Keller, Clair W.
Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government and Civics.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Univ., Bloomington. Social Studies Development Center.; Organization of American Historians, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-00-9
Pub Date—87
Contract—400-86-0020
Note—90p.
Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405 ($10.00, plus $2.00 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Civics, Course Content, High Schools, Instructional Materials, Learning Activities, *Lesson Plans, Resource Materials, Secondary School Curriculum, *Social Studies, Teaching Guides, Teaching Methods, *United States Government (Course), *United States History

Studying ideas from the Federalist papers provides high school students with an opportunity to examine the first principles of U.S. civic culture. By increasing their knowledge and appreciation of the basic ideas in the Federalist papers, students develop civic literacy that is likely to enhance their participation in a free society. This volume contains teaching plans for ten lessons: (1) "Federalists versus Antifederalists"; (2) "What Is The Federalist?"; (3) "Limited Government and the Rule of Law in The Federalist, Numbers 23, 51, 53, 70"; (4) "Federalism and Republicanism in The Federalist, Numbers 9 and 39"; (5) "Separation of Powers with Checks and Balances in The Federalist, Numbers 47, 48, 51"; (6) "Judicial Review in The Federalist, Numbers 78, 80, 81"; (7) "National Security with Liberty in The Federalist, Numbers 4, 23, 41"; (8) "Popular Sovereignty and Free Government in The Federalist, Numbers 10, 39, 51"; (9) "Hamilton, Madison, and the Bill of Rights"; and (10) "Chronology of Main Events Associated with the Origin and Writing of The Federalist." The content and purposes of the lessons, their characteristics, and how to select and use them are thoroughly explained in the notes to teachers. Selected papers from The Federalist are included in the appendix. (KWL)

ED 282 796 **SO 018 090**
Wojtan, Linda S.
Teaching about Japan. ERIC Digest No. 38.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 87
Contract—400-86-0020
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Area Studies, Curriculum Enrichment, *Educational Needs, Elementary Secondary Education, Foreign Countries, *International Studies, *Relevance (Education), *Teaching Methods
Identifiers—ERIC Digests, *Japan, *Pacific Rim

This is an age of ascendency of the Pacific Rim area, especially the Asian sector. Recent decades have seen unprecedented economic growth throughout this area. By examining Japan, the region's pre-eminent nation and harbinger of future developments, the larger topic of the Pacific Rim can be explored. It is particularly important to teach about Japan in U.S. schools because Japan and the United States are increasingly interdependent. Japan provides an example of modernization without excessive westernization but continues to be a misunderstood country. The study of Japan has an important multicultural dimension and multiple perspectives should be used at every level curriculum and in virtually all subjects. Useful strategies include: (1) requiring students to examine an issue from at least one other cultural perspective; (2) presenting an historical perspective whenever possible; (3) asking students to examine values implicit in certain practices of Japanese society; and (4) introducing the Japanese language. (BZ)

ED 284 822 **SO 018 482**
Backler, Alan
Resources in Geography.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0020
Note—19p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Atlases, Audiovisual Communications, Educational Games, Elementary Secondary Education, *Geography, *Geography Instruction, Global Approach, Graphs, Instructional Materials, Maps, Map Skills, Periodicals, Reference Materials, *Resource Materials, *Social Studies, World Geography

Recognizing the importance of geography instruction, this packet was designed to provide sources of materials and information to aid the classroom teacher in preparing geography lessons. Global geography and map skills are emphasized. Materials included in the listings are: (1) professional organizations; (2) journals and newletters; (3) ERIC documents; (4) textbooks; (5) atlases; (6) computer software; (7) audio visual materials; and (8) teacher resources. (SM)

ED 284 823 **SO 018 522**
Banaszak, Ronald A.
The Nature of Economic Literacy: ERIC Digest No. 41.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 87
Contract—400-86-0020
Note—4p.
Available from—Clearinghouse for Social Studies/-Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competence, *Competency Based Education, Course Evaluation, Curriculum Evaluation, *Economics, *Economics Education, *Educational Objectives, High Schools, Instructional Effectiveness, Literacy, Program Effectiveness, Social Sciences, Social Studies
Identifiers—ERIC Digests

Educators should assess the economics curricula in order to determine whether the latest and most accurate views of economic life in the United States and the world are taught to high school students. Economic literacy involves knowing and applying fundamental economic theories in order to make rational decisions about the use of limited resources. This digest considers the nature of economic literacy through an exploration of the basic economic concepts that students should learn, a definition of economics as a way of thinking, and desired outcomes of education for economic literacy. Fundamental themes of economics education should include scarcity, productive resources, economic systems, exchange, incentives, the market place, and managing the economy. An economic way of thinking refers to decision-making as the central skill of economic literacy and emphasizes the application of this skill to decision-making. While the ability to conduct objective and reasoned analysis of economic issues is the most important benefit of economic literacy education, students also learn to understand the economic dimensions of issues, to evaluate the consequences of economic decisions, and to participate intelligently in the political process. (JHP)

ED 284 824 **SO 018 524**
Wojtan, Linda
Teaching about East Asia: A Resource Packet.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0020
Note—22p.
Available from—Social Studies Development Center, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.

Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Area Studies, *Asian Studies, Directories, Educational Resources, Elementary Secondary Education, Information Sources, Instructional Materials, Resource Materials, Social Studies, Teaching Methods
Identifiers—Asia, *Asia (East), Asia (South), Asia (Southeast), China, Japan, Korea

Designed to assist social studies teachers, this resource guide provides a selected sample of current materials and resources available for teaching about East Asia. While sources on China, Japan, and Korea are emphasized, many of the materials also include information on South and Southeast Asia. Names, addresses, and telephone numbers of professional organizations and university-based outreach programs, many of which offer materials or consultants, are provided. Organizations offering specific programs on Japan and China are noted, along with journals which focus on the teaching of Asian studies. Annotated bibliographies of selected documents and journals, which appear in the Educational Resources Information Center (ERIC) database and which concern teaching about East Asia, are listed, along with commercial materials for use by both students and teachers. The commercial materials list includes supplementary sources such as audiovisual materials, simulations, and computer software. (JHP)

ED 284 825 SO 018 525
Ehman, Lee H. Glenn, Allen D.
Computer-Based Education in the Social Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-03-3
Pub Date—87
Contract—400-86-0020
Note—73p.
Available from—Publication Manager, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Literacy, Computers, *Computer Uses in Education, *Educational Media, *Educational Technology, Elementary Secondary Education, Multimedia Instruction, *Social Studies, Teachers, *Teaching Methods

Computers have not revolutionized social studies curricula because so few teachers use them. But research does indicate that computers are flexible instructional tools that can assist in the development of attitudes, intellectual motivation, and inquiry skills. Social studies educators need to consider expanded computer use in their classrooms because computers assist in the preparation of students for effective participation in society. Teachers must understand how technology affects instruction, learning, and classroom environments, along with the types of effective instructional strategies that can be used to achieve specific goals. Educators should acquire the knowledge and experience needed to use computers by reviewing research relating to computer use in teaching and to instructional strategies. Information on research concerning the impact of computers on students, how computers change the way teachers' work, computers' effect on the training process, and computers' influence on the social studies curriculum is included. Necessary teacher competencies and appropriate instructional uses are explored through an analysis of teacher utility programs, databases, data analysis programs, and simulations. A 76-item bibliography concludes the document. (JHP)

ED 284 826 SO 018 526
Patrick, John J.
Lessons on the Northwest Ordinance of 1787: Learning Materials for Secondary School Courses in American History, Government, and Civics.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Committee for the Humanities, Indianapolis.; Indiana Historical Bureau, Indianapolis.; Social Studies Development Center, Bloomington, Ind.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-02-5
Pub Date—Sep 87
Contract—400-86-0020
Note—95p.
Available from—Indiana Committee for the Humanities, 1500 North Delaware Street, Indianapolis, IN 46202 ($8.50 plus $1.50 shipping).
Pub Type—Guides - Classroom - Teacher (052) — Historical Materials (060) — Information Analysis - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Civics, History Instruction, Instructional Materials, Primary Sources, Resource Materials, Secondary Education, *Social Studies, *United States Government (Course), *United States History, Units of Study
Identifiers—*Historical Materials, *Northwest Ordinance 1787

The principles embodied in the Northwest Ordinance of 1787 served as an intellectual highway over which poured the westward march of this nation. The story of the Northwest Territory's acquisition and the enactment of the Ordinance of 1787 is related through nine lessons and accompanying documents. Each lesson is designed to complement the secondary school curriculum and to supplement textbooks. The origin of the claims to the territory and the examination of acts associated with the territory's organization are discussed in lesson one. The formulation of a federal land policy is reviewed in lesson two. The Confederation Congress' enactment of the Ordinance of 1787 and its major aspects are emphasized in lessons three and four. Lesson five emphasizes the governmental process and statehood achievement. The guarantee of basic civil liberties and rights to people living on the frontier and outside of the original 13 states and the assurance that the new territories would eventually be granted statehood are described in lesson six. The progress to statehood by each of the five states in the Northwest Territory is depicted in lesson seven. The original documents that chronicled Indiana's advancement toward statehood are highlighted in lesson eight. The last lesson serves as a review of the unit by presenting a timetable of main events associated with the enactment and application of the Northwest Ordinance. The appendix includes 15 abridged, historical documents that are used with the lessons. A bibliography is included. (SM)

SP

ED 273 608 SP 027 982
Accreditation. ERIC Digest 7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accreditation (Institutions), *Accrediting Agencies, Evaluation Criteria, Higher Education, *Institutional Evaluation, Preservice Teacher Education, *Schools of Education, State Standards
Identifiers—ERIC Digests

In examining current practices and issues in the accreditation of schools of education, this digest first lists the agencies responsible for accreditation–governmental, professional, and regional. A description is given of the accreditation process in California which includes four procedures that might be applied to any teacher education program. Research, however, shows that standards and evaluation methods differ vastly across state agencies and that national, regional, and state concerns often overlap, producing redundancies. A description of the role and function of the National Council for Accreditation of Teacher Education (NCATE) includes a listing of the representatives of the professional and public policy organizations that comprise it and an explanation of how the NCATE evaluation process works, and of the evaluation criteria used. The Digest concludes with brief comments on the ultimate goals of all accrediting agencies. Resources for further reading are provided. (JD)

ED 277 654 SP 028 231
The Importance of the Educational Resources Information Center for Health and Physical Education Teacher Candidates. ERIC Digest #9.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clearinghouses, *Databases, *Educational Resources, Elementary Secondary Education, Higher Education, *Information Services, Online Vendors, *Physical Education Teachers, *Preservice Teacher Education, Research Utilization
Identifiers—*ERIC Digests

This digest highlights features of the Educational Resources Information Center (ERIC), explains how to use the system most effectively, and offers suggestions on how health and physical education teacher education faculty can present and use the ERIC system to supplement classroom instruction. Following a description of how resources in ERIC can be helpful to teachers and teacher candidates, a discussion is presented on what teacher candidates should know in order to use ERIC effectively. Some suggested activites for classroom follow-up are listed. (JD)

ED 277 655 SP 028 232
The Importance of the Educational Resources Information Center for Teacher Candidates. ERIC Digest #10.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clearinghouses, *Databases, *Educational Resources, Higher Education, *Information Services, *Online Vendors, *Preservice Teacher Education, Research Utilization
Identifiers—*ERIC Digests

This digest highlights features of the Educational Resources Information Center (ERIC), explains how to use the system most effectively, and offers suggestions on how teacher education faculty can present and use the ERIC system to supplement classroom instruction. Following a description of how resources in ERIC can be helpful to teachers and teacher candidates, a discussion is presented on what teacher candidates should know in order to use ERIC effectively. Some suggested activities for classroom follow-up are offered. (JD)

ED 277 685 SP 028 454
Teacher Certification. ERIC Digest 11.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, *State Standards, *Teacher Certification, *Teacher Qualifications
Identifiers—ERIC Digest

Teacher certification is the education system's process for assuring that public school teachers possess minimum qualifications. Each state determines its own certification standards. Increased mobility among teachers suggests that teacher candidates should have information about general requirements for certification and where to locate particular state requirements. This digest provides information on the purpose of certification, types of certification, certification requirements, how to obtain information about requirements, and prospects for change in requirements. References are included. (JD)

ED 278 657 SP 028 568
Barrett, Joan
The Evaluation of Teachers. ERIC Digest 12.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Interviews, Minimum Competency Testing, Peer Evaluation, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Evaluation
Identifiers—ERIC Digests

The public views teacher evaluation as a major problem in the school system today. State legislatures, aware of the concern, want to mandate more effective evaluation. Common methods for evaluating teachers have been ineffective, such as measurement tests of teacher characteristics, student achievement test scores, and rating of teachers' classroom performance. Some research has been done to improve the evaluation process, but teacher assessment, in general, remains unorganized. This digest provides information about evaluation types, criteria, methods, procedure, and successful evaluation strategies. (JD)

ED 278 658 SP 028 569
Barrett, Joan
Evaluation of Student Teachers. ERIC Digest 13.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Evaluation Criteria, *Evaluation Methods, *Evaluators, Higher Education, Preservice Teacher Education, *Student Teacher Evaluation, Student Teaching
Identifiers—ERIC Digests

Public criticism of teachers has put pressure on teacher educators to prepare their students better. Any process to strengthen teacher education programs must include a careful study of student teaching since it is usually the final education course taken by students and the most influential field experience in a teacher education program. Many teacher education programs use student teaching as the primary exit evaluation of student competencies. Yet factors such as questionable measurement instruments and untrained evaluators prevent effective evaluation. This digest discusses the purpose of student teacher evaluation, criteria, measurement tools, evaluators, and elements of success. (JD)

ED 279 634 SP 028 625
Misassignment of Teachers in the Public Schools. ERIC Digest 14.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Elementary Secondary Education, *Public School Teachers, *Teacher Distribution, Teacher Effectiveness, *Teacher Placement, *Teacher Qualifications, Teacher Shortage
Identifiers—ERIC Digests, *Teacher Misassignment

Public criticism of the quality of teaching in the schools has put pressure on teacher education programs to improve curriculum. The problem of quality instruction, however, may rest to a large extent with administrators who assign teachers inappropriately in the schools and with state education agencies that sanction the practice. One estimate is that more than 200,000 teachers in the United States are assigned to teach subjects and grade levels outside their areas of certification. This digest discusses why administrators misassign staff, the extent of misassignment, where misassignment occurs, results of misassignment, and who is responsible for misassignment. (Eight references are included.) (JD)

ED 279 642 SP 028 639
Ducharme, Edward R.
Teacher Educators: What Do We Know? ERIC Digest 15.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Higher Education, Preservice Teacher Education, Research Needs, *Schools of Education, Specialist in Education Degrees, Teacher Educator Education, *Teacher Educators
Identifiers—ERIC Digests

Little is known about "teacher educators," the higher education faculty responsible for teacher preparation. Reasons include the lack of a definition and consequent difficulty in identifying the population, scarcity of research on teacher educators specifically, and inclusion of teacher educators in research on the education professoriate generally. This digest describes the definitional problem, summarizes information from education professoriate research, and suggests needed research. (AA)

ED 279 643 SP 028 640
AIDS: Are Children at Risk? ERIC Digest 16.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communicable Diseases, Disease Incidence, Elementary Secondary Education, Information Dissemination, Prevention, *School Policy, *School Role, Sex Education
Identifiers—ERIC Digests

Lack of knowledge and misinformation about Acquired Immune Deficiency Syndrome (AIDS), a fatal disease with no cure or vaccine, has caused widespread public concern. Education is an effective way to reduce fears and prevent the spread of the disease. Public school personnel must have accurate information about AIDS in order to make suitable responses and decisions. This digest offers a question-answer sequence that defines AIDS and discusses the cause, prevalence, and transmission of the disease as well as preventive measures, implications for the classroom teacher, and policies regarding children with AIDS and public school attendance. (JD)

ED 279 644 SP 028 641
Barrett, Joan
Drug Abuse: Prevention Strategies for Schools. ERIC Digest 17.
ERIC Clearinghouse on Teacher Education, Washington D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Drug Abuse, Drug Education, Elementary Secondary Education, Information Dissemination, Peer Influence, *Prevention, Program Effectiveness, *School Role, Teacher Role
Identifiers—ERIC Digests

Efforts to fight drug abuse must occur in the schools, as well as in homes and the community, since schools provide one major influence in transmitting values, standards, and information to children. This digest discusses the extent of drug abuse among youth, why drug abuse occurs, the effects of drug abuse, what schools can do to combat the problem, some promising prevention programs, what teachers and principals can do, and future needs. (JD)

ED 279 646 SP 028 648
Successful ERIC Searching for HPRD Professionals and Students. ERIC Digest 18.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-83-0022
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dance, *Educational Resources, *Health Education, *Information Retrieval, Information Sources, *Physical Education, *Recreation, Reference Materials
Identifiers—*ERIC, ERIC Digests

The Educational Resources Information Center (ERIC) offers Health, Physical Education, Recreation and Dance (HPRD) faculty and students access to the largest collection of educational literature available today. This digest discusses how to assess ERIC, the importance of the Thesaurus of ERIC Descriptors, and how to use Thesaurus descriptors, and lists HPRD descriptors from the Thesaurus under the following headings: (1) athletics; (2) dance; (3) health; (4) physical education; (5) recreation; and (6) sports/activities. (JD)

ED 282 860 SP 028 898
So You Want To Be a Teacher. ERIC Digest 19.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-83-0022
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, Elementary Secondary Education, Higher Education, Preservice Teacher Education, State Standards, *Teacher Certification, Teacher Education Programs, *Teacher Salaries, *Teacher Supply and Demand, *Teaching (Occupation), *Teaching Conditions
Identifiers—ERIC Digests

This digest, addressed to prospective teachers, consists of questions and answers that provide information on such topics as teachers' responsibilities, how to become a teacher, teacher supply and demand, salaries, and working conditions. References are included. (JD)

ED 282 872 SP 028 923
McCaleb, Joseph L., Ed.
How Do Teachers Communicate? A Review and Critique of Assessment Practices. Teacher Education Monograph No. 7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-046-9
Pub Date—May 87
Contract—400-86-0033
Note—90p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036 ($9.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Communication Skills, Educational Research, Elementary Secondary Education, *Instructional Effectiveness, Research Utilization, *Teacher Effectiveness, *Teacher Evaluation, Teacher Student Relationship

The primary task of the monograph is to describe and evaluate the conceptualizations of communication found in assessment practices. The first chapter contains a review and analysis of standardized measures and performance assessments of teachers' communication. Twelve communication categories emerge from an inspection of the performance assessments. The numerous meanings given to communication are elaborated by an examination of differences within each category. The second chapter focuses on theory and research. The literature on instructional communication is examined, and a model is developed with five critical skill areas. It is shown how these areas are used for five functions, or purposes, and in different modes or patterns of communicating. The final three chapters discuss limitations in current measures of communication. The perspective of the communication theorist and linguist is used to identify important dimensions of communication that have received little, if any, attention in the assessments. The claim that most performance assessments are grounded in research on teaching effectiveness is explored, and relationships between the assessments and the research are cited. Limitations of that research paradigm are identified and implications for communication from an information-processing model are discussed. (JD)

TM

ED 276 736 **TM 860 608**
Lehmann, Irvin J. Phillips, Susan E.
Teacher Competency Examination Programs: A National Survey.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-TM-92
Pub Date—Aug 86
Contract—OERI-400-86-0018
Note—57p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 ($8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Policy, Higher Education, *Licensing Examinations (Professions), *Minimum Competency Testing, *National Surveys, Occupational Tests, Questionnaires, Research Methodology, *State Programs, State Standards, *Teacher Certification, Teacher Education, Teacher Evaluation, Teacher Qualifications, *Testing Programs
Identifiers—National Teacher Examinations

Teacher competency testing is not new, but since the mid-1970s the number of states requiring new teachers to be tested has grown rapidly. States differ in their definition of competence, in the methods they use to assess competence, and in the treatment of teachers who do not meet competency requirements. This monograph describes a national survey examining the variety of state teacher competency examination programs. Definitions of terms associated with teacher competence (teacher effectiveness, teacher competency, teacher performance) are offered. The 20-item questionnaire is described and the methods used in analyzing responses are discussed. Results showed minor differences among testing programs, such as testing of all supervisory staff or the number of retakes to be allowed failing candidates. There was minimal disagreement on major issues, and there was a consensus that the results of the teacher competency examination be used for certifying teachers rather than for merit pay or salary decisions. An appendix provides a summary of state programs, including laws mandating the programs, the areas tested, the tests used, and the names and addresses of state contacts. (LMO)

ED 282 891 **TM 870 261**
Frederick, Judith M.
Measuring School Effectiveness: Guidelines for Educational Practitioners.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—TME-93
Pub Date—Jan 87
Contract—400-86-0018
Note—41p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Definitions, Educational Objectives, Elementary Secondary Education, *Evaluation Criteria, *Institutional Characteristics, *Measurement Techniques, *School Effectiveness, Standardized Tests
Identifiers—*Effective Schools Research

Identifying effective and ineffective schools is a dominant issue in education in light of the increasing concern for achievement and accountability. Educators involved in school improvement projects face the dilemma of choosing from a variety of methods for measuring school effectiveness. The primary purpose of this paper is to describe for teachers and principals the methods and issues related to the identification of effective schools. Definition of school effectiveness is a complex task, one which should be expressed in terms of qualitative variables (school climate, instructional leadership, high expectations, etc.) as well as quantitative variables (achievement scores). The different methods used to measure school effectiveness can be analyzed along four basic dimensions: (1) level of aggregation; (2) criteria of effectiveness; (3) time frame of analysis; and (4) population. The patterns that have emerged in studying schools as complex social systems reveal a set of distinct characteristics in high-achieving schools. These factors include: (1) strong administrative leadership, particularly in the area of curriculum and instruction; (2) an orderly, safe environment conducive to learning; (3) a pervasive and broadly understood instructional focus emphasizing a commitment to basic skills; (4) teacher behaviors that convey the expectation that all students must obtain at least minimum mastery; and must obtain at least minimum mastery; and pupil achievement as the basis of program evaluation. (LMO)

ED 284 910 **TM 870 495**
Beard, Jacob G.
Minimum Competency Testing. Update.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0015
Note—3p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (single copy free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Elementary Secondary Education, Graduation Requirements, *Minimum Competency Testing, *Standards, *State Standards, *Testing Programs
Identifiers—*ERIC Digests

During the last decade many school systems began to define minimum levels of competency for their students and to construct tests to measure whether students had achieved these minimums. Many states have passed laws which require high school students to pass minimum competency tests in order to graduate. This digest overviews four areas of controversy that have arisen from minimum competency testing: accountability; social issues; instructional implications; and psychometric issues. Minimum competency testing has been seen as a method of holding schools accountable for graduating literate students with at least basic skills. Because of the historically greater failure rate of some minority groups, opponents of minimum competency testing have characterized it as a racist means of denying educational credentials to minority groups. Instructionally, these testing programs must be based on taught objectives and must have remedial programs available to students who fail. Because minimum competency tests are used to make decisions having serious consequences for students, they must be psychometrically sound and conform to or exceed quality standards set forth by the testing profession. (BS)

ED 284 911 **TM 870 496**
Hambleton, Ronald K.
Evaluating Criterion-referenced Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0018
Note—4p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (single copy free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, *Criterion Referenced Tests, Decision Making, *Evaluation Criteria, *Specifications, *Test Construction, Test Interpretation
Identifiers—*ERIC Digests, Standards for Educational and Psychological Tests, Test Specifications

Criterion-referenced tests (CRTs) are constructed to permit the interpretation of examinee tests performance in relation to a set of well-defined competencies. CRTs are currently used extensively in schools, industry, and the armed services because they provide valuable and different information from norm-referenced tests. Test publishers, school districts, and state departments of education produce CRTs; however, many of the available tests fall far short of the technical quality necessary for them to accomplish their intended purposes. This digest provides practitioners and test developers with guidelines for evaluating CRTs. Drawn from the Standards for Educational and Psychological Testing, 25 content and technical questions are presented that must be answered when evaluating criterion-referenced tests. The technology for preparing CRTs is now well developed, and practitioners can avoid improperly prepared tests by addressing these questions. (BS)

ED 284 912 **TM 870 576**
Fielding, Glen
Trends in Integrating Teaching and Testing. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0018
Note—4p.; An ERIC Digest published in the ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adaptive Testing, Computer Assisted Testing, *Curriculum, *Educational Testing, Elementary Secondary Education, *Item Banks, *Metacognition, School Effectiveness, Teacher Effectiveness
Identifiers—*Curriculum Related Testing, ERIC Digests

In recent years, educational research and development has focused increased attention on ways of enhancing the instructional value of tests. This ERIC Digest summarizes some of the recent advances in linking instruction and assessment. Studies of teacher effectiveness indicate how important systematic assessment of student progress and use of test information is in making instructional decisions. Three functions are at the heart of integrating teaching and testing in the classroom: (1) diagnosing student knowledge and skill level before instruction; (2) monitoring student learning progress; and (3) providing regular feedback to students. Item banks, developed by various regional and national groups, facilitate linking of tests to instruction. Adaptive testing, in which the items given to a student depend on the student's previous performance, provides a more precise indication of where a student stands in a learning area. Tests based on modern cognitive theory illuminate previously hidden aspects of student thinking and performance. Articles appearing in a number of diverse publications discuss the need for more useful professional development programs for teachers on testing. The ERIC data base has references on learning, adaptive testing, teacher effectiveness, school effectiveness, mastery learning, test item banks, and curriculum-aligned tests. (LMO)

UD

ED 273 705 UD 025 074
Valdivieso, Rafael
Must They Wait Another Generation? Hispanics and Secondary School Reform. ERIC/CUE Diversity Series Number 93.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-86-0015
Note—59p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum, Dropouts, *Educational Change, *Hispanic Americans, Nontraditional Education, School Counseling, School Holding Power, Secondary Education, *Secondary Schools, Student Characteristics, Student Employment, Work Attitudes

The National Commission on Secondary Schooling for Hispanics (NCSSH) has found that secondary schooling for most Hispanics is not preparing them to assume productive and satisfying adult lives. This paper discusses whether the current or proposed reforms and strategies are meeting, or can meet, the needs and potential of Hispanic youth. It is divided into three parts. Part 1 provides a demographic rationale for paying greater attention to the education problems of Hispanic youth and describes four types of Hispanic students in terms of school performance and other factors. Part 2 focuses on educational policy developments in the five States visited by the NCSSH–those with the largest Hispanic populations. Following a discussion of the status, origin and drawbacks of different kinds of reforms, this part offers a focused examination of the effects of the different reforms on the different types of students introduced in Part 1. Part 3 discusses the inadequacy of current reforms and offers suggestions for changes beyond the ones that already have been implied. Not until a school has an orderly climate and the beginning of a school culture of concern for everyone can the school faculty begin to raise academic standards and expectations of students. A five-page reference list concludes the document. (ETS)

ED 273 716 UD 025 087
Ascher, Carol
Using Magnet Schools for Desegregation: Some Suggestions from the Research. ERIC/CUE Trends and Issues Series; Number 3.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-82-0012
Note—37p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($6.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Black Students, Community Involvement, Educational Environment, Elementary Secondary Education, *Magnet Schools, Migration, *Racial Balance, *School Desegregation, *Urban Schools, White Students

Following a brief discussion of the policies which have led to the focus on magnet schools as tools for both school improvement and desegregation, this paper brings together existing research in order to answer the following question: what is the best design for magnet schools to be the most effective for desegregation? Magnet schools have only a limited effect due to the small population which they serve; consequently, they must be part of a larger desegregation strategy. The current challenge for many urban schools will be to develop strategies to attract whites to historically black schools. Usually school features such as an image of excellence, a special curriculum, a charismatic principal, a good faculty, and an attractive facility draw white students. A high rate of community participation, comprehensive plans, clear-cut standards and definite timetables also enhance the possibility for effective desegregation. Creating and sustaining good race relations requires: (1) arrangements that minimize the visibility of low achievement and reward individual effort; (2) a faculty that emphasizes student social relations; and (3) structures that foster interracial contact by school staff and generate collective planning. Desegregation through any method is not merely a planning issue, but requires daily decisions which can either promote or prevent integration. Appendix includes bibliographic sources which provide guidelines for establishing desegregated and integrated magnet schools and three pages of references. (ETS)

ED 273 717 UD 025 088
Ascher, Carol
Cooperative Learning in the Urban Classroom. ERIC/CUE Digest, Number 30.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-86-0015
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Elementary Education, Ethnic Relations, Group Activities, Heterogeneous Grouping, *Learning Strategies, Multicultural Education, Racial Relations, Self Esteem, *Social Integration, *Teaching Methods, *Teamwork
Identifiers—*Cooperative Learning, ERIC Digests

Cooperative learning methods capitalize on the heterogeneous student bodies of most urban schools. They appear to foster better student achievement than individualistic methods, to increase cross-ethnic friendships, and to improve students' self-esteem and positive attitudes toward other students and the school. Six currently published cooperative learning techniques are: Student Teams-Achievement Divisions, in which students in four-member heterogeneous teams take individual quizzes and receive a team score based on the degree to which each student improved; Teams-Games-Tournament, in which learning teams compete and individual scores contribute to a team score; Teams-Assisted Individualization, in which teams are rewarded on the basis of math units mastered by all team members; Jigsaw I and II, in which individual students become experts on particular sections of a lesson and proceed to teach their teammates; Learning Together, in which students work in small heterogeneous groups to complete a common worksheet; and Group Investigation, in which groups choose subtopics from a class unit and further break their subtopics into individual tasks to prepare a group report to the class. (ETS)

ED 273 718 UD 025 089
Ascher, Carol
Black Students and Private Schooling. ERIC/CUE Trends and Issues Series, Number 4.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-86-0015
Note—24p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($3.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Black Students, *Catholic Schools, Educational Philosophy, Educational Quality, Elementary Secondary Education, Equal Education, Minority Groups, Parent Aspiration, *Private Schools, *School Desegregation, Student Financial Aid

The increasing number of black students in private schools has been stimulated partly by concern about the adequacy of the public schools; a desire by parents for greater choice about, and control over, their children's schooling; and a desire to find schools with values similar to their own. Private school efforts to draw minority students have also contributed to this shift. Contrary to the commonly held view that only middle class black families choose private schools for their children, a 1980 census shows that 100,000 black students from families living in poverty attend private schools, which is only slightly less than the number of all blacks enrolled in private schools. Furthermore, a growing percentage of minority students pay full tuition. Several major studies of the 1980s indicate higher standardized achievement test scores of black students in private schools than those in public schools; however, a variety of other factors, particularly socioeconomic status, limit the comparability of data. The quaility of education varies, although factors such as the level of teacher training, years of teaching experience, and the materials available appear to decrease as the number of black students increase. The level of desegregation appears to be decreasing in private schools: the number of black teachers has not increased with minority enrollments and many inner city private schools are becoming increasingly segregated (predominantly black). A four-page list of references concludes the document. (ETS)

ED 273 719 UD 025 090
Ascher, Carol And Others
Trends and Issues in Urban Education: A Student-Based Perspective. ERIC/CUE Trends and Issues Series, Number 5.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Contract—400-86-0015
Note—66p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($3.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bilingual Education, Compensatory Education, Dropouts, *Educational Policy, *Educational Trends, Elementary Secondary Education, *Equal Education, Literacy, Minority Groups, Race, *School Effectiveness, *Urban Demography, *Urban Schools

This paper provides a review of three related literatures on urban education: the demographic characteristics of the students and communities served by urban schools; some notable urban educational policies and practices; and issues and trends in equity research. The following trends and issues in school programs and practices specifically related to urban and minority education are examined: urban responses to the reform commission reports; urban and minority students and private schooling; effective schooling programs; curricular issues related to urban, minority, and poor students; compensatory education programs; school violence; dropout programs and practices; school-corporate alliances; parent participation in schooling; and programs related to new immigrants. The four equity concerns which are highlighted include: desegregation effects, magnet schooling, bilingual education, and sex equity. There are small encouraging signs that the schools are educating urban students better than they did a decade ago: dropout rates for all groups but Hispanics are down; standardized achievement test scores have risen slightly; and efforts to help parent participation in schooling through at-home teaching have enhanced the educational process. Yet many special needs of urban students go unmet, including such basic needs as housing, nutrition, and health care. (ETS)

ED 275 792 UD 025 211
Hornick, Karen
Teaching Writing to Linguistically Diverse Students. ERIC Digest, Number 32.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0015
Note—5p.
Available from—ERIC Clearinghouse on Urban

Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Differences, Elementary Secondary Education, Language Role, Learning Problems, *Nonstandard Dialects, *Teaching Methods, Writing (Composition), *Writing Instruction, Writing Skills
Identifiers—ERIC Digests

The teaching of writing to students who speak nonstandard English can be difficult because students' linguistic differences rarely indicate true incompetence, and students' writing problems may result from conflicts between the cultures and langauge uses at home and school. Factors found to encourage writing improvement are the following: (1) positive teacher attitudes; (2) regular writing practice; (3) the opportunity to write for personally significant purposes; (4) student experience in writing for many audiences; (5) rich and continuous reading experience; (6) exposure to models of writing in process and writers at work; (7) instruction in the processes of writing; (8) collaborative classroom activities; (9) one-to-one writing conferences with the teacher; (10) direct instruction in specific strategies for writing; (11) reduced formal instruction in grammar and mechanics; (12) moderate marking of the surface structure errors in student papers; (13) flexible and cumulative evaluation of student writing; and (14) writing practiced and used as a tool of learning across the curriculum. (AA)

ED 275 793 UD 025 212
Ascher, Carol
Teaching Beginning Reading to Dialect Speakers. ERIC Digest, Number 33.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0015
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, *Cultural Differences, Elementary Education, Learning Problems, *Nonstandard Dialects, *Reading Difficulties, Reading Instruction, Social Dialects, *Teaching Methods

The reading scores of urban disadvantaged students have risen over the past 15 years, which may be attributable to special programs which have focused on strengthening the rudimentary skills. Whether reading achievement is dependent on students' mastery of standard English is an unresolved issue, but a number of instructional methods have been developed to alleviate the problems that dialect speakers may experience without necessarily stigmatizing students or coming into destructive conflict with the students' social and cultural difference. One method is to create stories from the children's oral language so that the reading material reflects their syntax, vocabulary, and sentence structure. Research indicates that what is most important to effective reading programs for all students is: quality of teachers and their belief in the students' ability to read; their creation of a literate, stimulating environment, and their commitment of a significant amount of "engaged" time to active reading instruction. Reading develops out of students' skills in speaking and listening, and is helped by practice in writing. Because students' background knowledge determines how easily they will grasp the meaning of what they read, they should be deliberately prepared for the reading assignment. Discussion before and after reading exercises can be crucial. Ability grouping may not be advantageous for the instruction of low ability students. (KH)

ED 279 772 UD 025 385
Dropout Programs for Pregnant and Parenting Teens. ERIC/CUE Bibliography No. 8.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-86-0015
Note—4p
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Dropout Prevention, *Dropout Programs, *Early Parenthood, Educational Opportunities, High Schools, Potential Dropouts, *Pregnant Students, Special Programs, Student Needs

This bibliography provides brief annotations of 12 journal articles, project reports, and books on programs for dropout pregnant and parenting adolescents. Most of the documents cited describe particular programs in American cities. (KH)

ED 279 773 UD 025 386
Education of the Black Child. ERIC/CUE Bibliography No. 9.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0015
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College,Columbia University, New York, NY 10027 (free).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, Educational Environment, *Educational Opportunities, Elementary Secondary Education, Family Role, School Community Relationship, School Effectiveness, School Role, *Social Influences, *Student Needs

This bibliography presents brief annotations of 14 reports, books, and monographs on the education of black children. The works cited concern a wide variety of themes, including environmental influence on school performance, the social welfare of the black child, and school, community, and family responsibility. (KH)

ED 281 897 UD 025 435
Flaxman, Erwin, Ed.
Trends and Issues in Education, 1986.
Council of ERIC Directors.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—319p.; For individual chapters, see UD 025 436-452.
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, Educational Development, *Educational Improvement, Educational Needs, Educational Planning, *Educational Trends, Instructional Effectiveness, *National Programs, Needs Assessment, Outcomes of Education, *Role of Education, School Effectiveness, Teacher Effectiveness
Identifiers—*Educational Issues, ERIC Clearinghouses, *Excellence in Education, National Needs, National Planning

For a number of years, the 16 ERIC Clearinghouses have tracked educational issues and trends in their respective special areas of concern. This is the first unified collection of papers resulting from the tracking effort. Each paper contains an analysis of research, practice, and policy in the scope area covered by the authoring Clearinghouse. The chapters also recommend possible actions for achieving improvement and change. The preface by A. Harry Passow is entitled "Issues and Trends in Education: Some Observations and Reflections." The 16 chapters, written by Clearinghouse management staff, are as follows (in order by Clearinghouse prefix): (1) CE–"Some Current Issues in Adult, Career, and Vocational Education" by Juliet V. Miller and Susan Imel; (2) CG–"Current Issues and Trends in Guidance and Counseling" by Garry R. Walz; (3) CS–"Two Problems in the Teaching of English" by Charles Suhor; (4) EA–"Improving School Effectiveness through Reform of Teacher Selection Practices and Collegial Observation of Classroom Performance" by Thomas I. Ellis, Mary Cihak Jensen, Philip K. Piele, and Stuart C. Smith; (5) EC–"Current Issues and Future Directions in Special Education" by June B. Jordan and Donald K. Erickson; (6) FL–"Developments in Language Education" by John L.D. Clark; (7) HE–"Emerging Trends in Higher Education" by Judy Diane Grace and Jonathan D. Fife; (8) IR–"Education and Information Technology: What Are the Questions?" by Donald P. Ely; (9) JC–"Contemporary Issues in Community Colleges: A Synopsis" by Arthur M. Cohen; (10) PS–"Current Issues in Early Childhood Education" by Lilian G. Katz; (11) RC–"Issues in American Indian Education, Mexican American Education, Migrant Education, Outdoor Education, Rural Education, and Small Schools" by Elaine Roanhorse Benally, Jack T. Cole, and Manuela Quezada-Aragon; (12) SE–"Persistent Problems in Precollege Mathematics, Science and Environmental Education: Issues, Trends, and Recommendations" by Robert W. Howe, Patricia E. Blosser, Marilyn N. Suydam, Stanley L. Helgeson, and John F. Disinger; (13) SO–"Core Content, Critical Thinking, and Civil Values: Issues on Education in the Social Studies" by John J. Patrick; (14) SP–"Three Crucial Issues Concerning the Preparation of Teachers for Our Classrooms: Definition, Development, and Determination of Competence" by Elizabeth A. Ashburn; (15) TM–"Current Issues in Testing, Measurement, and Evaluation" by S. Donald Melville, Jacob G. Beard, C. Philip Kearney, Rodney Roth, and Jason Millman; (16) UD–"Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers" by Erwin Flaxman and Carolyn Riehl. (AA)

ED 281 898 UD 025 436
Passow, A. Harry
Issues and Trends in Education: Some Observations and Reflections. Preface.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—32p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Curriculum Evaluation, Educational Assessment, Educational Development, *Educational Improvement, Educational Needs, Educational Planning, *Educational Trends, Equal Education, Instructional Effectiveness, *National Programs, Needs Assessment, Outcomes of Education, *Role of Education, School Effectiveness, *Social Change, Social Problems, Teacher Effectiveness, Youth Problems
Identifiers—*Educational Issues, *Excellence in Education, National Needs, National Planning

The 1983 publication of "A Nation at Risk" began a new reevaluation of American schooling. The issues raised in that and several more recent reports are summarized and discussed in this preface to the ERIC volume, "Trends and Issues in Education, 1986." This paper offers observations and reflections on the issues presented in that volume and maintains that questions of educational reform must be considered in the context of a society which has undergone and continues to undergo drastic changes affecting schools and the schooling process. Recent changes and their significance are considered in the following areas: (1) equity and excellence; (2) early childhood and elementary education; (3) curriculum and subjects taught; (4) English; (5) sciences; (6) foreign languages; (7) vocational and career education; (8) adult literacy; (9) teachers and teaching; (10) special education; (11) gifted students; (12) urban and minority education; (13) education and information technology; (14) testing, measurement and evaluation; (15) guidance and counseling; (16) higher education; and (17) non-school education agencies. Educators must also ask whether America's schools produce persons who can fulfill their own potential, and, if not, what must be done to ensure that they do in the years ahead. (PS)

ED 281 899 UD 025 437
Miller, Juliet V. Imel, Susan
Some Current Issues in Adult, Career, and Voca-

tional Education.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—23p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Adult Education, *Adult Literacy, *Articulation (Education), *Career Education, Curriculum Development, *Dropout Prevention, Educational Improvement, Educational Trends, Education Work Relationship, Nontraditional Education, Postsecondary Education, Remedial Reading, Secondary Education, Technological Advancement, *Vocational Education
Identifiers—Educational Issues, Excellence in Education

Four representative issues affecting the fields of adult, career, and vocational education are examined. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basics? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can articulated secondary-postsecondary programs support high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adult Americans? Effective and innovative programs that are currently addressing those questions are discussed. These issues are representative of various educational levels and grow out of the following three major trends: (1) a changing workplace and its effects on occupational and educational requirement; (2) the growing concern for reaching disconnected youth and adults; and (3) the current emphasis on educational excellence. This report attempts to clarify the context surrounding each of the four issues, to describe emerging and promising educational approaches, and to suggest future directions needed to strengthen research, development, dissemination, and implementation. References are included. (PS)

ED 281 900 UD 025 438
Walz, Garry R.
Current Issues and Trends in Guidance and Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—19p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Counseling, *Career Counseling, College Choice, *College Preparation, Computer Uses in Education, *Counseling Effectiveness, Counseling Objectives, Educational Improvement, Educational Trends, *Guidance Programs, *High Risk Students, Information Technology, Nontraditional Occupations, Pupil Personnel Services, School Community Relationship, *School Counseling, Secondary Education
Identifiers—Computer Assisted Counseling, Educational Issues, *Life Planning

The 1980s have witnessed a resurgence of interest in and demand for counseling services, particularly in the areas of mental health, family concerns, and adult agency counseling. Four critical issues brought up by that increased demand are: (1) computers in counseling; (2) students at risk; (3) pre-college guidance; and (4) career guidance. These are discussed in detail in this report. A review of research on the use of computer-assisted and computer-supported guidance shows the positive reactions of students and the ambivalent feelings of counselors. Three types of programs that have demonstrated effectiveness in dealing with at-risk pupils are discussed. Pre-college guidance is a short-changed area, despite the evidence that counseling interventions make a difference in who has access to college, who attends, and who stays in and does well. Areas in which guidance programs must be strengthened are discussed. The history of career development theory and practice, its roots and future are summarized. The major focuses of guidance and counseling in the near future are pinpointed. A list of references is attached. (PS)

ED 281 901 UD 025 439
Suhor, Charles
Two Problems in the Teaching of English.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—29p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Skills, Educational Improvement, Educational Trends, Elementary Secondary Education, English Curriculum, *English Instruction, *Grammar, *Language Processing, Language Research, Language Skills, *Literature, Nonstandard Dialects, *Reading Material Selection, Reading Skills, Sentence Combining, Speech Communication, Writing Skills
Identifiers—Educational Issues

English instruction is successful when students learn to express significant ideas clearly in discussions, write with verve and grace, read with insight and enjoyment, and practice these skills beyond the realm of the classroom. This report discusses how to teach grammar and select literature in order to achieve those goals. Research and issues in grammar teaching are reviewed. Grammar learning is enhanced in active language environments that use techniques such as role-playing and sentence combining, while attending to grammar concerns primarily within the writing process. The following types of "literature" should be included in the curriculum: (1) a wide range of works for all ages: (2) popular literature; (3) great classical and contemporary literature; (4) nonprint media such as television, film, and drama; (5) students' personal experience; and (6) information about literature (authors' lives, particular works, literary movements, figures of speech, metric patterns, etc.). The latter, though emphasized in the past, should be approached more as a tool than as an end in itself and should be subordinate to higher order thinking skills and students' responses to characters and events in a work. Since nonprint media provide students' most frequent vicarious experience, the English teacher has an important stake in guiding their understanding of the imaginative worlds presented there. A list of references is included. (PS)

ED 281 902 UD 025 440
Ellis, Thomas I. And Others
Improving School Effectiveness through Reform of Teacher Selection Practices and Collegial Observation of Classroom Performance.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—21p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques, Competence, Educational Improvement, Educational Trends, Elementary Secondary Education, Instructional Leadership, Interprofessional Relationship, *Peer Evaluation, Predictor Variables, *School Administration, Teacher Administrator Relationship, Teacher Effectiveness, Teacher Evaluation, Teacher Improvement, Teacher Persistence, *Teacher Selection, *Teacher Supervision, Teaching Experience
Identifiers—*Collegial Supervision, Educational Issues, Excellence in Education

Two issues that bear directly on the proficiency of teachers are teacher selection and teacher supervision. A theme common to both issues is that the key to attracting and retaining capable teachers lies in a transformation of teachers' work environment–replacing the bureaucratic model of schooling with the professional model. That transformation can be effected with the help of competent selection and supervision practices. The first part of this report summarizes pioneering studies that have examined the teacher selection process in school districts. It also explores support systems for beginning teachers and the role of school organizational structures in encouraging capable young teachers to remain in the profession. The second part of the report discusses collegial observation and feedback as a means of bringing quality instructional leadership to schools. Instructional leadership can be a collective activity, drawing on the strengths and expertise of more persons than just the principal. The report examines why such observation and feedback is difficult. It also considers some of the benefits of and approaches to collegial observation and feedback. A reference list is included. (PS)

ED 281 903 UD 025 441
Jordan, June B. Erickson, Donald K.
Current Issues and Future Directions in Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Council for Exceptional Children.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—19p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, *Academically Gifted, Early Childhood Education, Educational Improvement, Educational Trends, *Education Work Relationship, Elementary Secondary Education, *Exceptional Persons, *High Risk Persons, Individualized Instruction, Infants, Resource Room Programs, *Special Education, *Transitional Programs, Underachievement
Identifiers—Educational Issues, Excellence in Education

There are many unresolved issues in the education of exceptional children and youth. This report addresses four topics of current interest and concern: (1) Gifted education – the gifted and talented are currently underserved and underachieving, in part because federal support is not available. Problem areas in this context include: defining the gifted, extending special programming to the gifted, and selecting appropriate learning programs. (2) The relationship between regular and special education – this must be restructured to achieve shared responsibilities between general and special practitioners and more effective use of the resource room and consultant models. (3) Secondary special education and the transition from school to work – issues, needs, and work remaining to be done in both these areas are discussed, and future directions and challenges are listed. (4) Early childhood, birth to three – programs for young handicapped children have experienced a rapid increase, with an emerging focus on the at-risk infant. The following issues are covered: school involvement, work with families, personnel, and research directions. A reference list covering all four issues is appended. (PS)

ED 281 904 UD 025 442
Clark, John L. D.
Developments in Language Education.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—15p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Communicative Competence (Languages), *Competency Based Education, Computer Software, Computer Uses in Education, Educational Improvement, Educational Technology, Educational Trends, English (Second Language), *Limited English Speaking, *Second Language Instruction, Team Teaching, Transitional Programs
Identifiers—*Computer Assisted Language Instruction, *Content Area Teaching, Educational Issues

This report discusses three recent developments in foreign and second language education. The first is the "proficiency movement," which is leading teachers and curriculum planners to find effective ways of measuring functional language proficiency and of bringing students to pragmatically useful levels of speaking, listening, reading, and writing ability. The goal of foreign language teaching is now the effective use of the language in real-life communication settings. The second development is the introduction of the microcomputer to the language classroom. The following aspects of computer-assisted language learning (CALL) are discussed: (1) accessibility; (2) guidelines for CALL software development and review; (3) adoption of a systems analysis view of the instructional process; and (4) evaluation of CALL results. The third development is content-based language instruction–the simultaneous teaching of English and subject matter areas such as history or social studies to nonnative speakers of English. Guidelines are listed for developing effective programs of content-based language instruction. Future trends are covered and a list of references is included. (PS)

ED 281 905 UD 025 443

Grace, Judy Diane Fife, Jonathan D.

Emerging Trends in Higher Education.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 87

Contract—NIE-P-85-0008

Note—23p.; In: Trends and Issues in Education, 1986 (see UD 025 435).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Accountability, *College Instruction, *College Planning, College Preparation, Educational Improvement, Educational Trends, *Enrollment Trends, Equal Education, *Faculty College Relationship, Faculty Evaluation, *Higher Education, *Nontraditional Students

Identifiers—Educational Issues, Excellence in Education

This report summarizes current literature on trends that dramatically affect collegiate institutions. The following demographic changes are discussed: (1) increase in female enrollment; (2) decrease in enrollment of 18-year-olds; (3) increase in median age of students; (4) decline in enrollment and continuation of blacks; (5) increase in enrollment of Asians; (6) increase in Hispanic enrollment; (7) increase in enrollment of non-U.S. citizens; (8) greater enrollment of lower socioeconomic status students in lower quality institutions; (9) decline in quality of new student academic preparation; and (10) importance to students of future labor demand and salary upon graduation when choosing college majors. Increased demand for accountability from the state and federal government and decreased fiscal resources have also initiated an examination of traditional means and measures of efficiency and effectiveness. Meeting these needs for a new type of student body with new demands in the face of new technology has required leaders of institutions to reassess mission and role as well as instructional and learning environments. Attention has been focused on issues of faculty development, part-time faculty, faculty evaluation and freedoms, and faculty role in governance. The report includes a four-page list of references. (PS)

ED 281 906 UD 025 444

Ely, Donald P.

Education and Information Technology: What Are the Questions?

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 87

Contract—NIE-P-85-0008

Note—15p.; In: Trends and Issues in Education, 1986 (see UD 025 435).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Software, *Computer Uses in Education, Curriculum Development, Educational Improvement, Educational Innovation, *Educational Technology, Educational Trends, *Individualized Instruction, *Information Technology, Nontraditional Education, Problem Solving, Research and Development

Identifiers—Computer Assisted Problem Solving, Educational Issues, Excellence in Education, Software Evaluation

Instructional technology is defined as a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and nonhuman resources to bring about more effective instruction. The main question regarding technology, therefore, is how it can be used to improve education by helping each individual to become increasingly responsible for his/her own learning. This report analyzes the following issues regarding the role and use of technology in education: (1) reluctance to use technology as an integral part of the teaching and learning process, in spite of societal acceptance of technology; (2) technology's ability to create excellence as well as mediocrity; (3) education/information technology as a likely vehicle for teaching problem-solving; and (4) the quality of instructional software. Technology should not determine educational goals but it can be used to achieve them if educators and policymakers know what the goals are, who the learners are, and how success can be measured. A list of references is included. (PS)

ED 281 907 UD 025 445

Cohen, Arthur M.

Contemporary Issues in Community Colleges: A Synopsis.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 87

Contract—NIE-P-85-0008

Note—23p.; In: Trends and Issues in Education, 1986 (see UD 025 435).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Accountability, *Admission Criteria, *Community Colleges, *Curriculum Development, Educational Improvement, Educational Trends, Faculty Evaluation, Faculty Recruitment, Financial Support, Postsecondary Education, *Student Educational Objectives, Two Year Colleges

Identifiers—Community College Teachers, Educational Issues, Student Flow

This report presents background on community college development and discusses four areas of concern. The first area is maintaining access for all students. Trends are toward tightening criteria for attendance. Colleges in some states will be forced to make clearer distinctions among the student groups they serve and for whom they expect to receive public funds. Minimal criteria will be established and placement will be mandated. The second issue is effecting student flow. Colleges will probably become more vigorous in separating students, courses, and programs into more defensible categories for purposes of funding. Current classifications such as college credit, occupational, remedial, adult, and community services are inadequate. The third concern is preserving a comprehensive curriculum. College internal organization will move toward alignment on the basis of curricular content as modified by students' intent and goals. The fourth issue is maintaining an appropriate teaching staff. Faculty employment and evaluation criteria will remain essentially unchanged. The university graduate divisions and the occupational and business communities will continue as the primary source of new instructors. Pay scales will continue to reflect college credits earned and years of experience. Teaching will move slowly toward becoming a cooperative endeavor. A list of references is included. (PS)

ED 281 908 UD 025 446

Katz, Lilian G.

Current Issues in Early Childhood Education.

ERIC Clearinghouse on Early Childhood Education, Champaign, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 87

Contract—NIE-P-85-0008

Note—13p.; In: Trends and Issues in Education, 1986 (see UD 025 435).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Curriculum Evaluation, *Day Care, *Early Childhood Education, Educational Improvement, Educational Trends, Employed Parents, *Grade Repetition, *Kindergarten, Parent Education, Parent Participation, School Entrance Age, *School Readiness, *Young Children

Identifiers—Educational Issues, Excellence in Education, Full Day Programs, *Hothousing of Preschoolers, Screening Procedures

If present trends in family life and education continue into the next decade, most children under five will spend substantial proportions of their early years in various types of early childhood programs, most five- to six-year-olds will attend all-day kindergarten, and during their elementary school years they will spend much of their time before and after school in some kind of out-of-home setting. This report discusses some of the main issues involved in those trends. They are: (1) advantages and disadvantages of schooling for four-year-olds; (2) advantages and disadvantages of full-day kindergarten; (3) school entry age; (4) school readiness and screening; (5) alternative programs for those not ready; (6) retention in grade in the elementary years; (7) curriculum issues, especially curriculum "shove down" and comparative effects of different kinds of curriculum; and (8) parent involvement and parent education. A list of references is included. (PS)

ED 281 909 UD 025 447

Benally, Elaine Roanhorse And Others

Issues in American Indian Education, Mexican American Education, Migrant Education, Outdoor Education, Rural Education, and Small Schools.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 87

Contract—NIE-P-85-0008

Note—21p.; In: Trends and Issues in Education, 1986 (see UD 025 435).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *American Indian Education, Child Rearing, Compensatory Education, Cultural Influences, Disabilities, Dropout Prevention, Educational Improvement, Educational Trends, Elementary Secondary Education, *Mexican American Education, *Migrant Education, Nontraditional Education, *Outdoor Education, Reservation American Indians, *Rural Education

Identifiers—Educational Issues

This report discusses the following current issues and trends in American Indian, Mexican American, migrant, outdoor, rural, and small school education: (1) motivating American Indian students to higher achievement in mathematics and science; (2) creating culturally relevant parent education/skills development programs and materials for American Indian students; (3) reversing an education condition among Hispanic Americans and American Indians that is characterized by below-grade-level enrollment, high dropout rates, high rates of illiteracy, low number of school years completed, and minimal enrollment in institutions of higher education; (4) meeting the health needs of migrant families and reducing the dropout rate of migrant secondary school students; (5) designing appropriate programs of outdoor education for handicapped students; and (6) increasing awareness, interest, and research in rural education. References are included. (PS)

ED 281 910 UD 025 448

Howe, Robert W. And Others

Persistent Problems in Precollege Mathematics, Science, and Environmental Education: Issues, Trends, and Recommendations.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 87

Contract—NIE-P-85-0008

Note—18p.; In: Trends and Issues in Education, 1986 (see UD 025 435).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Improvement, Educational Trends, Elementary Secondary Education, *Environmental Education, *Instructional Effectiveness, Instructional Materials, *Mathematics Education, *Science Education, Teacher Recruitment, Time Factors

(Learning)
Identifiers—Educational Issues, Excellence in Education

This report considers the following issues, trends, and recent activities in science, mathematics, and environmental education: (1) inadequate achievement in knowledge, concepts, skills, and processes pertaining to these subjects; (2) curricula which do not provide the content needed for current and future academic and personal needs, do not reflect existing knowledge of learning and instruction, are not considered relevant by many students, and do not encourage the use of instructional materials besides textbooks; (3) lack of time devoted to problem-solving in mathematics and science; (4) inadequate emphasis on environmental education in terms of curriculum development, materials, and time devoted to the topic; (5) recent research describing effective instructional techniques; and (6) recruitment and retention of qualified teachers. In addition, recommendations for needed action are provided, as is a list of references. (PS)

ED 281 911 UD 025 449
Patrick, John J.
Core Content, Critical Thinking, and Civic Values: Issues on Education in the Social Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—18p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Citizenship Education, Concept Teaching, *Core Curriculum, Course Content, *Critical Thinking, Curriculum Development, Educational Improvement, Educational Trends, *History Instruction, Instructional Effectiveness, Secondary Education, *Social Studies, *Social Values
Identifiers—Educational Issues, Excellence in Education

This report discusses what should be taught in history and social sciences courses, and how the material should be taught. Differing views of educational leaders as well as results of recent research and studies are summarized. The following propositions are offered as stimulators of inquiry and as tentative guides to practice: (1) the greatest increase in knowledge will most likely come from strong and extensive emphasis on core content, based on conceptual frameworks of academic disciplines in history and the social sciences; (2) effective learning of critical thinking involves practice of skills in terms of a cognitive strategy and in concert with core content; (3) core civic values should be taught in connection with knowledge and critical thinking processes; (4) essential elements of the curriculum should be structured logically and related within and between subjects and from one level to the next, with gradual increases in complexity and standards of achievement; (5) direct instruction can be used to develop students' knowledge; (6) indirect teaching procedures such as discussion of issues in an open and supportive classroom environment are also important; (7) direct and indirect teaching methods can be effectively combined; and (8) core curriculum requirements should be developed. References are included. (PS)

ED 281 912 UD 025 450
Ashburn, Elizabeth A.
Three Crucial Issues Concerning the Preparation of Teachers for Our Classrooms: Definition, Development, and Determination of Competence.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—20p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Educational Improvement, Educational Trends, Elementary Secondary Education, Higher Education, Licensing Examinations (Professions), Microteaching, Preservice Teacher Education, Quality Control, Student Teaching, Teacher Characteristics, *Teacher Education, Teacher Education Curriculum, *Teacher Effectiveness, Teacher Evaluation, Teacher Placement, Teacher Qualifications
Identifiers—Educational Issues, Excellence in Education, *Teacher Competencies, *Teacher Competency Testing

In order to improve teacher education and the quality of teaching in classrooms, it is necessary to know what characterizes a competent teacher, what the best curriculum is for developing competent beginning teachers, and how teacher competence can be measured. This report summarizes research on those topics and suggests the following: (1) Because competence depends on so many factors, developing and determining teacher competence is a complex matter. (2) The teacher training curriculum should be structured so that teacher candidates develop their own frameworks for decision making based on, among other things, research knowledge, subject matter knowledge, practical knowledge, ethics, conceptions of teaching, and the information they have about the particular teaching context and the particular children. (3) Standardized tests of teachers' knowledge, pupil achievement scores and teacher evaluations have not proved effective means of measuring competence. The report concludes with seven suggestions which would lay a groundwork for defining, developing, and determining competence in teachers. A reference list is included. (PS)

ED 281 913 UD 025 451
Melville, S. Donald And Others
Current Issues in Testing, Measurement, and Evaluation.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—17p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Achievement Rating, *Computer Assisted Testing, Educational Improvement, Educational Testing, Educational Trends, Elementary Secondary Education, Higher Education, *Minimum Competency Testing, Psychometrics, *Student Evaluation, *Teacher Certification, Test Construction, *Testing, Test Items
Identifiers—Educational Issues, *Higher Order Learning, National Teacher Examinations, Teacher Certification Tests

In this report four educators discuss the issues which they see to be most current in the fields of testing, measurement and evaluation. The first section discusses the mastery of basic skills, defined by minimum levels of competence. Factors such as accountability, social policy, instructional implications, and psychometric issues are brought to bear on the subject. The second section examines problems more complex than those involved with assessing basic skills. Identifying and defining higher order skills, designing a sound curriculum, and deciding whether available instruments are adequate for assessing higher order skills are among the goals which must be achieved to adequately teach and test higher order skills. The third section points out some concerns related to testing teachers before they begin to practice their profession. Two major trends, using the National Teacher Examinations from the Educational Testing Service and using state programs to develop teacher certification tests, are presented. A state-of-the-art survey, detailed in section four, describes computer-assisted educational testing as it is used for writing test items, constructing tests, administering tests, scoring and analyzing results, and record keeping. A list of references is included. (PS)

ED 281 914 UD 025 452
Flaxman, Erwin Riehl, Carolyn
Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—23p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Disadvantaged, *Dropout Prevention, Educational Improvement, Educational Trends, Elementary Secondary Education, High Risk Students, *Hispanic Americans, Limited English Speaking, Minority Groups, Teacher Recruitment, *Teacher Supply and Demand, Teaching Conditions, *Urban Education, Urban Schools, *Urban Teaching
Identifiers—Educational Issues, Excellence in Education

This report discusses three major issues in urban education: dropout prevention, secondary education for Hispanic Americans, and urban teaching careers. Current studies on dropping out attempt to locate the responsibility for high dropout rates in policies or practices that schools initiate and have the power to change. Findings of these studies are discussed. Hispanic students have not profited from their education, nor have they been well served by the schools. Their academic achievement and educational attainment are among the lowest of any group. Precipitating factors, such as poverty and poor English, are discussed and suggestions are made for increasing the relevance of public education for Hispanics. Difficulties in attracting and retaining a high quality urban teaching force are discussed. Three requirements for improving the situation are: designing appropriate preservice education programs for urban teachers, improving recruitment practices, and structuring work conditions to ensure the retention and continued development of competent professionals. Examples of each are covered. Teachers will improve the quality of their own work lives by learning to be more responsive to the needs of their urban students. References are included. (PS)

ED 284 922 UD 025 652
Ascher, Carol
The Ninth Grade–A Precarious Time for the Potential Dropout. ERIC Digest No. 34.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Jun 87
Contract—400-86-0015
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Change Strategies, Dropout Characteristics, *Dropout Prevention, *Grade 9, *High Risk Persons, *School Holding Power, Secondary Education, Student Alienation, *Transitional Programs
Identifiers—ERIC Digests

The combined effects of many social, psychological, physical and educational factors make the ninth grade a level at which students have a high potential for dropping out of school. For those ninth graders who have already experienced attendance, discipline or academic problems the risk is even greater. A number of strategies have been developed to ease the trauma of the ninth grade and to prevent students from dropping out. These strategies include the following: (1) improving articulation between high school and earlier years of schooling; (2) deferring required courses to allow room for more electives in the ninth grade; (3) decreasing feelings of alienation in the ninth grade; (4) sensitizing teachers to the problems of being a ninth grader; (5) creating alternatives to retention before the ninth grade; and (6) planning special programs to orient middle school students and their parents to high school. These approaches, either alone or in combination, can help the at-risk student without vastly changing the basic structure of the high school. (VM)

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Measuring School Effectiveness: Guidelines for Educational Practitioners.
ED 282 891 (TM)
Personal Benefits of Foreign Language Study. ERIC Digest.
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Safety Hazards in Science Classrooms. ERIC/SMEAC Science Education Digest No. 1, 1986.
ED 274 556 (SE)

Accountability
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.
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ED 284 275 (CS)
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Current Issues and Trends in Guidance and Counseling.
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ED 281 908 (UD)
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Education and Information Technology: What Are the Questions?
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ED 278 598 (SO)
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ED 282 092 (CE)
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ED 281 897 (UD)

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ED 281 709 (SE)

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Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government and Civics.
ED 280 764 (SO)

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ED 273 423 (RC)

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A Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher.
ED 274 564 (SO)

A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher.
ED 274 612 (SO)

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Lessons on the Northwest Ordinance of 1787: Learning Materials for Secondary School Courses in American History, Government, and Civics.
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ERIC DIGESTS

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Computer-Based Systems (1981) (ED 237 793) (CE)
Correctional Education: Selected Aspects (1987) (ED 275 888) (CE)
Deterrents to Participation in Adult Education (1987) (ED 275 889) (CE)
Displaced Workers (1983) (ED 240 394) (CE)
Distance Education (1985) (ED 259 214) (CE)
Dropout Prevention through Career and Vocational Education (1987) (CE 047 362) (CE)
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Education for High Technology Jobs (1984) (ED 259 207) (CE)
Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)
Effects of Career Education on Student Achievement and Retention (1984) (ED 252 693) (CE)
Employer-Sponsored Training (1982) (ED 237 805) (CE)
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The Family-Career Connection (1986) (ED 268 305) (CE)
Family Influences on Employment and Education (1986) (ED 272 702) (CE)
The Future of Family Life (1982) (ED 237 801) (CE)
Gifted & Talented (1981) (ED 237 791) (CE)
Granting Academic Credit for Vocational Education (1986) (ED 275 887) (CE)
Guidelines for Working with Adult Learners (1983) (ED 237 811) (CE)
Human Resource Development: An Introduction (1984) (ED 240 398) (CE)
Interactive Video in Vocational Education (1986) (ED 268 304) (CE)
Job-Related Basic Skills (1985) (ED 259 212) (CE)
Jobs of the Future (1985) (ED 259 216) (CE)
Learning the New Basics Through Vocational Education (1984) (ED 252 693) (CE)
Managing Disruptive Student Behavior in Adult Basic Education (1986) (ED 272 700) (CE)
Military Curriculum (1981) (ED 237 790) (CE)
On Second Thought: Using New Cognitive Research in Vocational Education (1986) (ED 272 699) (CE)
Organized Labor Education and Training Programs (1985) (ED 259 213) (CE)
Overview on Excellence. ERIC Digests Nos. 31-35 (1984) (ED 252 693) (CE)
Parents' Role in Transition for Handicapped Youth (1987) (CE 047 361) (CE)
Part-Time Teachers in Adult and Vocational Education (1984) (ED 240 400) (CE)
Postsecondary Career Education (1982) (ED 237 804) (CE)
Private Sector Involvement in Vocational Education (1984) (ED 259 206) (CE)
Quality Circles: Implications for Training (1983) (ED 237 810) (CE)
Reentry Programs For Dropouts in Adult Settings (1985) (ED 259 215) (CE)
Retaining Adult Students (1982) (ED 237 800) (CE)
Retirement Education Programs (1984) (ED 240 399) (CE)
Retirement Policy (1984) (ED 259 208) (CE)
Role of Vocational Education in Transition Services for Handicapped Youth (1985) (ED 259 217) (CE)
Tailoring Vocational Education to Adult Needs (1982) (ED 237 802) (CE)
Time on Task in Vocational Education (1984) (ED 252 693) (CE)
Voc Ed & CETA (1981) (ED 237 792) (CE)
Vocational Education and Defense Preparedness (1984) (ED 259 209) (CE)
*Vocational Education in Rural America (1982) (ED 237 803) (CE)

Counseling and Personnel Services (CG) (30)

Accountability in Counseling (1983) (CG 020 265) (CG)
Adolescent Substance Abuse: Counseling Issues (1984) (ED 260 364) (CG)
Adult Career Development: An Overview (1984) (ED 260 370) (CG)
Assessing School Counselor Performance (1984) (ED 260 365) (CG)
Career Guidance, Families and School Counselors (1986) (ED 279 991) (CG)
*Career Guidance in Two-Year Colleges (1982) (CG)
*Career Resource Centers (1982) (CG)
Comprehensive Guidance Program Design (1983) (CG 020 266) (CG)
Counseling and Educational Excellence: A Response to "A Nation at Risk" (1984) (ED 260 366) (CG)
Counseling for Study Skills (1983) (CG 020 267) (CG)
Counseling Roles & Aids (1987) (ED 279 994) (CG)
Counseling Youngsters for Stress Management (1983) (CG 020 268) (CG)
Counselors and Computers (1983) (CG 020 269) (CG)
Creativity and Counseling (1984) (ED 260 369) (CG)
*Displaced Homemakers (1982) (CG)
Eating Disorders: Counseling Issues (1984) (ED 260 367) (CG)
Elderly Parents and Adult Children as Caregivers (1986) (ED 279 993) (CG)
Helping Children Cope with Divorce: The School Counselor's Role (1986) (ED 279 992) (CG)
Issues in Multicultural Counseling (1987) (ED 279 995) (CG)
Older Adults: Counseling Issues (1984) (ED 260 363) (CG)
Parent Involvement in Children's Academic Achievement (1985) (ED 261 313) (CG)
Peer Counseling (1985) (ED 266 341) (CG)
The Role of the School Counselor: Elementary Level (1985) (CG 020 270) (CG)
The Role of the School Counselor: Middle/Junior Level (1985) (CG 020 271) (CG)
The Role of the School Counselor: Secondary Level (1985) (CG 020 272) (CG)
Selected Issues in Elementary Guidance (1984) (ED 260 368) (CG)
Selecting a College: A Checklist Approach (1985) (ED 266 339) (CG)
Teenage Pregnancy (1985) (ED 266 340) (CG)
Teenage Suicide: Identification, Intervention, and Prevention (1985) (ED 266 338) (CG)
Unemployed Youth: Counseling Issues (1984) (ED 260 362) (CG)

Reading and Communication Skills (CS) (32)

Assessing Listening and Speaking Skills (1985) (ED 263 626) (CS)
Bibliotherapy (1982) (ED 234 338) (CS)
Class Size and Writing Instruction (1984) (ED 250 689) (CS)
Communication Apprehension: The Quiet Student in Your Classroom (1987) (CS 505 650) (CS)
Critical Thinking in College English Studies (1987) (CS 210 722) (CS)
Dialogue Journals (1987) (CS 210 723) (CG)
Fostering Cognitive Development in College Students—The Perry and Toulmin Models (1987) (CS 210 719) (CS)
Handwriting Instruction: What Do We Know? (1986) (ED 272 923) (CS)
How to Find Good Computer Software in English and Language Arts (1984) (ED 250 692) (CS)
Humanities in the English Classroom (1986) (ED 269 809) (CS)
Integrating the Language Arts (1985) (ED 263 627) (CS)
Invented Spelling and Spelling Development (1986) (ED 272 922) (CS)
Issues Affecting High School Literature Programs (1986) (ED 270 783) (CS)
Language Across the Curriculum (1984) (ED 250 699) (CS)
Large Scale Writing Assessment (1984) (ED 250 691) (CS)
Metacomprehension (1984) (ED 250 670) (CS)
Narratology: The Study of Story Structure (1984) (ED 250 698) (CS)
The Plain English Movement (1987) (CS 210 720) (CS)
Qualities of Effective Writing Programs (1984) (ED 250 694) (CS)
Resources for Involving Parents in Literacy Development (1984) (ED 250 673) (CS)

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* Obsolete or "Retired"

*Responses of English Language Arts Professionals to "A Nation at Risk" (1984) (ED 250 690) (CS)
Schemata (1982) (ED 234 337) (CS)
Semiotics (1982) (ED 234 339) (CS)
Software Evaluation for the Teacher of the English Language Arts (1984) (ED 250 697) (CS)
Spelling (1984) (ED 250 695) (CS)
Teaching English to the Gifted Student (1986) (ED 270 782) (CS)
Television Viewing and Reading (1986) (ED 272 855) (CS)
Testing in Literature (1986) (ED 267 435) (CS)
Thinking Skills in English—And Across the Curriculum (1984) (ED 250 693) (CS)
Transactional Theory in the Teaching of Literature (1987) (CS 210 721) (CS)
Using Microcomputers in Elementary Language Arts Instruction (1985) (ED 264 575) (CS)
Vocabulary (1984) (ED 250 696) (CS)

Educational Management (EA) (18)

Choice in the Public Schools (1986) (EA 019 454) (EA)
Class Size (1984) (ED 259 454) (EA)
Collaborative Bargaining in Education (1987) (EA 019 611) (EA)
Communicable Diseases in the Schools (1986) (EA 019 453) (EA)
Day Care in Schools (1986) (EA 019 455) (EA)
Dismissing Incompetent Tenured Teachers (1984) (ED 259 448) (EA)
Dropout Prevention (1985) (EA 019 451) (EA)
Extending the School Year and Day (1984) (ED 259 450) (EA)
*Grade Retention vs. Social Promotion (1981) (EA)
Home Schooling (1986) (EA 019 452) (EA)
Merit Pay for Teachers (1984) (ED 259 453) (EA)
Microcomputers in the School Office (1984) (ED 259 451) (EA)
Motivating Teachers for Excellence (1984) (ED 259 449) (EA)
*School Based Management (1981) (EA)
School Consolidation (1985) (EA 019 450) (EA)
Student Discipline Policies (1984) (ED 259 455) (EA)
Teacher Competency: What Administrators Can Do (1984) (ED 259 452) (EA)
Teacher Tenure (1986) (EA 019 456) (EA)

Handicapped and Gifted Children (EC) (46)

The Administrator's Role in the Education of Gifted and Talented Children (1985) (ED 262 516) (EC)
The Argument for Early Intervention (1984) (ED 262 502) (EC)
Assessment of Minority Students (1983) (EC)
Attention Deficit Disorder (ADD) (1987) (EC 200 569) (EC)
Being at Ease with Handicapped Children (1984) (ED 262 506) (EC)
Bilingual Education for Exceptional Children (1983) (EC)
Career Education for Exceptional Students (1983) (EC)
Career Search for the Gifted and Talented (1985) (ED 262 507) (EC)
Characteristics of Intellectually Gifted Children (1985) (ED 262 517) (EC)
Child Abuse and the Handicapped Child (1987) (EC 200 570) (EC)
Creativity and the Creative Process (1985) (ED 262 508) (EC)
Curricula for the Gifted and Talented (1985) (ED 262 518) (EC)
Defining Giftedness (1985) (ED 262 519) (EC)
Developing Individualized Education Programs (IEPs) for the Gifted and Talented (1985) (ED 262 509) (EC)
Developing Programs for the Gifted and Talented (1985) (ED 262 520) (EC)
Developing Social Vocational Skills in Handicapped Individuals (1987) (EC 200 571) (EC)
Educating Homebound & Hospitalized Handicapped Children & Youth (1983) (EC)
Evaluation of Programs for the Gifted and Talented (1985) (ED 262 510) (EC)
Forming a Local Parent Association for Gifted and Talented Education (1985) (ED 262 521) (EC)
Fostering Peer Acceptance of Handicapped Students (1984) (ED 262 498) (EC)
The Gifted and Talented Handicapped (1985) (ED 262 522) (EC)
Gifted and Talented Students: An Overview (1986) (EC 200 565) (EC)
Giftedness & Learning Disabilities (1983) (EC)
Higher Education for Handicapped Students (1983) (EC)
Identification of the Gifted and Talented (1985) (ED 262 523) (EC)
The Imperative for Educational Reform: Implications for Special Education (1984) (ED 262 504) (EC)
Interactive Video for Special Education (1986) (EC 200 568) (EC)
Leadership Skills Among the Gifted and Talented (1985) (ED 262 511) (EC)
Mainstreaming (1983) (EC)
Mental Retardation (1986) (EC 200 566) (EC)
Mentorships for the Gifted and Talented (1985) (ED 262 512) (EC)
Parents of Gifted Children (1985) (ED 262 527) (EC)
Parents' Rights and Responsibilities (1984) (ED 262 499) (EC)
Personnel Development in Special Education: Quantity Versus Quality (1984) (ED 262 515) (EC)
Postsecondary Options for Learning Disabled Students (1983) (EC)
The Preschool Gifted and Talented Child (1985) (ED 262 524) (EC)
Professional Standards in Special Education (1983) (EC)
Professional Training for Teachers of the Gifted and Talented (1984) (ED 262 525) (EC)
Reading for the Gifted (1985) (ED 262 513) (EC)
Selecting Software for Special Education Instruction (1986) (EC 200 567) (EC)
Serving the LD Student in a Vocational Education Classroom (1984) (ED 262 501) (EC)
Technology for the Gifted and Talented (1985) (ED 262 514) (EC)
Underachieving Gifted Students (1985) (ED 262 526) (EC)
Using Your Microcomputer to Acquire Special Education Information (1986) (ED 262 503) (EC)
What is Down Syndrome? (1984) (ED 262 505) (EC)
What is Dyslexia? (1984) (ED 262 500) (EC)

Languages and Linguistics (FL) (25)

Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q & A (1986) (ED 276 296) (FL)
Cooperative Learning with Limited-English-Proficient Students (1987) (FL)
Different Types of ESL Programs (1987) (FL)
ESL Teacher Certification (1986) (ED 276 306) (FL)
Exploratory Foreign Language Courses in the Middle or Junior High School (1985) (ED 276 301) (FL)
Foreign Language and International Studies High Schools (1985) (ED 276 307) (FL)
Foreign Language & the Older Learner (1987) (FL)
*Foreign Language Careers: Translation. Q & A. (1981) (ED 232 484) (FL)
Foreign Language Immersion Programs (1987) (FL)
*Foreign Language Organizations (1984) (FL)
Foreign Language Teacher Certification (1984) (ED 276 302) (FL)
Foreign Language Teacher Education (1984) (ED 276 303) (FL)
Foreign Language Teacher Education: An Update (1987) (FL)
How Foreign Language Study Enhances Career Possibilities (1987) (FL)
Limited-English-Proficient Students in the Schools: Helping the Newcomer (1986) (ED 279 206) (FL)
Microcomputers and Second Language Teaching. Q & A. (1986) (ED 276 297) (FL)
The Need for Foreign Language Competence in the United States (1986) (ED 276 304) (FL)
The Older Language Learner (1987) (FL)
Parent Involvement and the Education of Limited-English-Proficient Students (1986) (ED 279 205) (FL)
Personal Benefits of Foreign Language Study (1986) (ED 276 305) (FL)
*Public Relations for Foreign Language Teaching. Q & A. (1981) (ED 232 482) (FL)
Teacher Education in ESL (1987) (FL)
Testing Speaking Proficiency: The Oral Interview (1986) (ED 276 299) (FL)
What is Linguistics? (1986) (ED 278 255) (FL)
Working with Speakers of Non-Standard English in the Regular Classroom (1987) (FL)

Higher Education (HE) (60)

The Academic Dean (1981) (ED 216 652) (HE)
Academic Program Reviews (1986) (HE 020 652) (HE)
Administrative Responsibility for Faculty Development (1983) (ED 237 005) (HE)
The Administrator's Use of Microcomputer Systems (1983) (ED 234 729) (HE)
Attitudes, Administrative Styles, and Outcomes (1984) (ED 240 940) (HE)
Blue Ribbon Commissions and Higher Education (1987) (HE 020 844) (HE)
Changing Perspectives on the Urban College and University (1980) (ED 185 890) (HE)
College and University Endowments—or, Singing the Inflation Blues (1980) (ED 181 843) (HE)
College Learning Improvement Programs (1984) (HE 020 642) (HE)
The College, the Constitution, and the Consumer Student (1987) (HE 020 840) (HE)
College Search Committees (1984) (HE 020 641) (HE)

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* Obsolete or "Retired"

Corporate Education: Threat or Opportunity? (1982) (ED 214 453) (HE)
Creating a Healthy Organizational Climate (1982) (ED 219 039) (HE)
A Critical Need for College Student Personnel Services (1986) (HE 020 649) (HE)
The Decision-Making Structure and the Dean (1987) (HE 020 523) (HE)
Development Programs for Academic Administrators: Considerations and Outcomes (1984) (ED 244 576) (HE)
Do Faculty Really Work That Hard? (1980) (ED 192 668) (HE)
Faculty Bargaining and Campus Governance: Rhetoric v. Research (1986) (ED 267 727) (HE)
Faculty Consulting and Supplemental Income (1986) (HE 020 651) (HE)
Faculty Ethnics: New Dilemmas, New Choices (1980) (ED 187 290) (HE)
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts (1985) (HE 020 647) (HE)
Faculty Participation in Decision Making (1986) (HE 020 650) (HE)
Faculty Response to Retrenchment (1981) (ED 202 446) (HE)
Federal Regulations and Higher Education: An Overview for College and University Administrators (1980) (ED 190 011) (HE)
Federal Regulations and Higher Education: An Overview for College and University Administrators, Part II (1980) (ED 195 211) (HE)
Fifteen Years Down, Twenty-Five to Go: A Look at Faculty Careers (1983) (ED 237 004) (HE)
Flexibility in Academic Staffing (1986) (HE 020 653) (HE)
Fostering Faculty Vitality: Options for Institutions and Administrators (1982) (ED 220 069) (HE)
Higher Education Management: The Name of the Game Is Change (1981) (ED 211 033) (HE)
In Search of the Meaning of Yeshiva (1981) (ED 198 788) (HE)
Institutional Vitality in Higher Education (1982) (ED 216 668) (HE)
Instructional Television--Higher Education without Commercial Interruption (1981) (ED 201 262) (HE)
Mandatory Retirement of Higher Education Faculty (1981) (ED 197 693) (HE)
Monitoring the Financial Condition of Colleges and Universities (1984) (ED 252 141) (HE)
Organization Theory: Implications for Design (1980) (ED 189 915) (HE)
Part-Time Faculty: Higher Education at a Crossroads (1984) (HE 020 643) (HE)
Planning Faculty Reduction (1982) (ED 228 925) (HE)
Post-Tenure Faculty Evaluation (1987) (HE 020 845) (HE)
Professional Education (1987) (HE 020 843) (HE)
Professional Management and Academic Planning: Some Recent Considerations (1980) (ED 187 220) (HE)
Public Service in Higher Education: Practices and Priorities (1985) (HE 020 645) (HE)
The Public's View of Higher Education: Implications for Administrators (1986) (ED 273 225) (HE)
Quality Control in Off-Campus Degree Programs (1981) (ED 206 253) (HE)
Reducing Stress among Students (1987) (HE 020 842) (HE)
Resources on Private Sector Grantsmanship (1981) (ED 211 031) (HE)
The Role and Effectiveness of Search Committees (1984) (ED 243 355) (HE)
Salary Equity Issues in Higher Education: Where Do We Stand? (1982) (ED 222 162) (HE)
Self-Study in Higher Education: The Path to Excellence (1984) (HE 020 640) (HE)
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade (1985) (HE 020 646) (HE)
State-Level Agencies, the Curriculum, and Program Duplication (1983) (ED 227 799) (HE)
Student Financial Aid and Women (1987) (HE 020 841) (HE)
Student Stress: Effects and Solutions (1985) (HE 020 644) (HE)
Students' Evaluations of Teaching: An Update (1982)
Students in Urban Settings: Achieving the Baccalaureate Degree (1986) (HE 020 648) (HE)
Taxation: Equity and Politics in Higher Education (1980) (ED 183 095) (HE)
Teaching Problem-Solving and Creativity in College Courses (1983) (ED 226 650) (HE)
Teaching Problem-Solving: Implications from Cognitive Development Research (1984) (ED 240 918 (HE)
Women in Higher Education Administration: Status and Strategies (1981) (ED 200 120) (HE)
The Work Experience of University and College Administrators (1984) (ED 259 690) (HE)

Information Resources (IR) (24)

Accessing ERIC with Your Microcomputer (1986) (ED 254 209) (IR)
Administrative Issues in Planning a Library End User Searching Program (1986) (ED 278 416) (IR)
Building Databases for Education (1985) (ED 270 107) (IR)
Changing Roles of Media Specialist (1987) (IR 012 775) (IR)
Computer-Assisted Instruction: Authoring Languages (1986) (ED 281 504) (IR)
Computer Equity (1985) (ED 263 910) (IR)
Computer Literacy for Teachers (1984) (ED 254 210) (IR)
Economics of Information in Education (1984) (ED 253 255) (IR)
Electronic Networking (1986) (ED 278 417) (IR)
Electronic Networks (1983) (ED 254 211) (IR)
ERIC for Practitioners (1985) (ED 270 101) (IR)
Excellence through Educational Technology: Some Prior Considerations (1984) (ED 254 212) (IR)
The Field of Education Technology: A Dozen Frequently-Asked Questions (1986) (ED 232 611) (IR)
Managing Computer Software Collections (1984) (ED 254 213) (IR)
Microcomputer Courseware Evaluation Sources (1985) (ED 270 102) (IR)
Museums and Schools as Partners (1986) (ED 278 380) (IR)
Networking and Microcomputers (1984) (ED 253 256) (IR)
New Access Points to ERIC--CD ROM Versions (1987) (IR 052 005) (IR)
Plugging in to Computer Bulletin Boards (1986) (ED 278 381) (IR)
A Review of Reviews of Research on Computer Assisted Instruction (1984) (IR 012 889) (IR)
Software Copyright Interpretation (1985) (ED 261 649) (IR)
Teleconferencing in Education (1983) (ED 254 214) (IR)
Videodiscs in Education (1985) (ED 270 103) (IR)
VIDEOTEX 1985: Educational Applications (1985) (ED 270 104) (IR)

Junior Colleges (JC) (36)

Approaches to Staff Development of Part-Time Faculty (1986) (ED 270 180) (JC)
Are Communications Technologies in Education a Threat to Faculty? (1986) (ED 269 114) (JC)
Assessing Student Degree Aspirations (1985) (ED 261 754) (JC)
Assessing the Employment Experiences of Community College Vocational Program Graduates (1986) (ED 271 162) (JC)
Assessing the Student Attrition Problem (1985) (JC 870 422) (JC)
Bolstering the Community College Transfer Function (1986) (ED 276 492) (JC)
Community College Faculty and the Transfer Function: A Critical Analysis (1985) (JC)
Community College Honors Programs (1986) (ED 264 928) (JC)
The Community College Professor: Teacher and Scholar (1986) (ED 272 248) (JC)
Community Colleges: How to Develop a Positive Liaison with State Lawmakers (1986) (ED 269 117) (JC)
Controversies Surrounding Developmental Education in the Community College (1987) (JC 870 428) (JC)
Counting the Reverse Transfer Students (1985) (ED 261 757) (JC)
The Current Status of the Associate Degree (1985) (ED 261 758) (JC)
A Descriptive Analysis of the Community College Libral Arts Curriculum (1987) (JC 870 373) (JC)
Educational Accountability (1984) (JC 870 420) (JC)
Enrollment Management (1987) (JC 870 429) (JC)
High School-Community College Collaboration (1987) (JC 870 430) (JC)
Improving Student Retention in Community Colleges (1986) (ED 276 493) (JC)
Labeling Courses and Students (1986) (ED 273 337) (JC)
Liberal Arts at the Community College (1983) (JC)
Measuring Student Outcomes Through the Associate Degree (1986) (ED 269 116) (JC)
Methods of Securing Alternative Funding for Community Colleges (1984) (JC 870 421) (JC)
The Multidimensional Problem of Articulation and Transfer (1983) (JC 870 465) (JC)
Positioning Community Colleges Via Economic Development (1986) (ED 269 115) (JC)
Quality Circles in the Community College (1986) (ED 271 181) (JC)
Should Your College Start a Center for the Delivery of Contract Training Programs? (1986) (ED 270 138) (JC)
The Status of the Transfer Function (1984) (JC 870 419) (JC)
Strengthening Transfer Opportunities in the Community College (1985) (ED 261 756) (JC)
Student Assessment-Humanities (1984) (JC 870 424) (JC)
Student Assessment-Literacy (1984) (JC 870 425) (JC)
Student Assessment-Mathematics (1984) (JC 870 423) (JC)
Student Assessment-Science (1984) (JC 870 426) (JC)
Student Assessment-Social Science (1984) (JC 870 427) (JC)
Two-Year Colleges (1984) (JC)
What Statistical Information Is Available on Two-Year Colleges: A Summary of Research Findings (1985) (ED 261 759) (JC)
Writing Instruction in the Two-Year College (1986) (ED 272 258) (JC)

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* Obsolete or "Retired"

Elementary and Early Childhood Education (PS) (16)

Assessing Preschooler's Development (1984) (PS)
Characteristics of Children's Play (1983) (PS)
Children's Peer Relationships (1985) (ED 265 936) (PS)
Choosing Software for Children (1986) (ED 267 914) (PS)
Developing Homework Policies (1984) (ED 256 473) (PS)
The Development of Social Competence in Children (1987) (ED 281 610) (PS)
Full-Day or Half-Day Kindergarten? (1984) (ED 256 474) (PS)
Grade Retention and Promotion (1986) (ED 267 899) (PS)
How Children Develop Racial Awareness (1981) (ED 232 761) (PS)
Microcomputers and Young Children (1984) (PS)
The Only Child (1984) (ED 256 475) (PS)
Parents and Schools (1986) (ED 269 137) (PS)
Screening for Preschool (1987) (ED 281 607) (PS)
Staff "Burnout" in Child Care Settings (1981) (PS)
Teaching Early Childhood Educators and Other Adults How to Use Computers (1985) (ED 269 137) (PS)
Training Day Care Providers (1987) (ED 281 608) (PS)

Rural Education and Small Schools (RC) (37)

The Advantages of Small Schools (1986) (ED 265 988) (RC)
Alternative Funding Sources for Migrant Education (1984) (ED 260 872) (RC)
American Indian Children's Literature: An Update (1984) (ED 259 871) (RC)
Career Education Counseling for Migrant Students (1985) (ED 273 397) (RC)
Energy Conservation in Small Schools (1984) (ED 261 818) (RC)
*ERIC: Outdoor Education Resources (1983) (RC)
Establishing an Outdoor Education Organization (1986) (RC 016 434) (RC)
Establishing Partnerships Between the Business Community and Rural Schools (1986) (RC)
Excellence in Rural Education: "A Nation at Risk" Revisited (1984) (ED 261 819) (RC)
Facilitating Certification and Professional Development for Small Schools (1985) (ED 260 884) (RC)
Finding and Keeping Teachers: Strategies for Small Schools (1984) (ED 259 875) (RC)
Four Day School Week for Small Rural Schools (1982) (ED 232 799) (RC)
*Hispanic Culture and Literature: An Overview (1983) (RC)
Hispanics in Math & Science: Attracting Student Teachers and Retraining Experienced Teachers (1984) (ED 260 870) (RC)
Interactive Distant Learning Technology for Rural and Small Schools: A Resource Guide (1987) (RC 016 428) (RC)
Migrant Education: A Quick Look at ERIC (1984) (ED 259 872) (RC)
Migrant Student Record Transfer System: What Is It and Who Uses It? (1986) (RC 016 433) (RC)
Motivating American Indians into Graduate Studies (1986) (RC 016 436) (RC)
*Organizations in American Indian Education (1983) (RC)
*Organizations in Rural Education (1983) (RC)
Out of the Fields and into Computers (1985) (ED 259 873) (RC)
Outdoor Education Activities for Elementary School Students (1984) (ED 260 873) (RC)
Outdoor Education: Definition and Philosophy (1984) (ED 267 941) (RC)
Outdoor Education for Behavior Disordered Students (1984) (ED 260 811) (RC)
Parents' Roles and Responsibilities in Indian Education (1983) (RC 016 436) (RC)
Planning a Class Camping Trip (1985) (ED 260 883) (RC)
Planning Staff Development Programs for Rural Teachers (1985) (ED 260 874) (RC)
Preservice/Inservice Training Options for Rural School Personnel (1981) (ED 232 797) (RC)
Public School Administration on Indian Reservations (1984) (ED 260 869) (RC)
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies (1986) (RC 016 438) (RC)
Relationship of State Departments of Education with Rural Schools (1982) (ED 232 796) (RC)
Rural Options for Gifted Education (1987) (RC 016 418) (RC)
Shared Services for Rural and Small Schools (1983) (ED 259 874) (RC)
Small School Principals and Effective School-Community Relations (1984) (ED 232 798) (RC)
Teaching K-6 Science in Small Schools on a Financial Shoestring (1986) (RC 016 429) (RC)
Undocumented Children: An Ongoing Issue for the Public Education System (1984) (ED 260 871) (RC)
Utilizing Available Resources at the Local Level (1983) (RC 016 435) (RC)

Science, Mathematics, and Environmental Education (SE) (25)

Achievement in Mathematics Education (1984) (ED 260 890) (SE)
Achievement in Science (1983) (SE)
Certification of Teachers of Mathematics (1983) (SE)
Cognitive Learning in the Environment: Secondary Students (1987) (SE)
Current Research in Environmental Education (1986) (ED 274 557) (SE)
Curriculum Change in Secondary School Mathematics (1983) (SE)
Field Instruction in School Settings (1984) (ED 259 935) (SE)
Instruction in Awareness of Environmental Issues (1985) (ED 259 940) (SE)
Learning in the Environment (1983) (SE)
The Learning of Mathematics (1985) (ED 265 050) (SE)
A Look at National and International Environmental Education Conferences (1983) (SE)
Meta-Analysis Research on Science Instruction (1985) (ED 259 939) (SE)
An Overview of Research: Computers in Mathematics Education, K-12 (1986) (SE 047 634) (SE)
Recent Research on Mathematics Instruction (1985) (ED 266 019) (SE)
Research in College Science Teaching: Cognitive Levels and Reasoning (1985) (ED 274 512) (SE)
Research Related to Instructional Materials for Science (1985) (ED 265 013) (SE)
Review of "Research Within Reach: Science Education" (1984) (ED 259 938) (SE)
The Role of Review in Mathematics Instruction (1984) (ED 260 891) (SE)
Safety Hazards in Science Classrooms (1986) (ED 274 556) (SE)
Science Teacher Supply and Demand (1983) (ED 232 842) (SE)
Science-Technology-Society in the Science Curriculum (1985) (ED 274 513) (SE)
Some Implications for Science Education from National Reports (1984) (ED 259 937) (SE)
Studying the Future through Environmental Education (1984) (SE)
The "TBILISI +10" International Congress: Background (1986) (ED 277 543) (SE)
Teaching About Hazardous Materials (1985) (ED 265 075) (SE)

Social Studies/Social Science (SO) (38)

Academic Freedom in the Public Schools (1984) (ED 253 458) (SO)
Active Learning (1984) (ED 253 468) (SO)
At Issue: Free Enterprise Education (1983) (ED 253 462) (SO)
Behind "A Nation at Risk:" Papers on the National Commission on Excellence in Education (1983) (ED 253 460) (SO)
Children's Fiction as a Source for Social Studies Skill-Building (1987) (SO 018 129) (SO)
Civic Writing in the Classroom (1987) (SO 018 148) (SO)
Commemorating the Bicentennial of the U.S. Constitution (1986) (ED 272 431) (SO)
Community Study (1985) (ED 268 065) (SO)
Computer-Based Education in the Social Studies (1987) (SO 018 525) (SO)
Computer Databases: Applications for the Social Studies (1985) (ED 264 167) (SO)
Cooperative Learning in Social Studies Education: What Does the Research Say? (1985) (ED 264 162) (SO)
Controversial Issues: Concerns For Policymakers (1984) (ED 253 465) (SO)
Critical Thinking in the Social Studies (1986) (ED 272 432) (SO)
Education on the U.S. Constitution (1987) (SO 018 169) (SO)
How to Plan and Implement Successful Social Studies Inservice Programs (1986) (ED 274 611) (SO)
Improvement in Geography Education (1985) (ED 264 164) (SO)
Improving the Use of Elementary Social Studies Textbooks (1986) (ED 274 582) (SO)
Improving Writing Skills Through Social Studies (1987) (SO 018 432) (SO)
Latin American Studies (1985) (ED 264 161) (SO)
Leadership (1985) (ED 268 063) (SO)
Lessons on the Federalist Papers (1987) (SO 017 994) (SO)
Lessons on the Northwest Ordinance of 1787 (1987) (SO 018 526) (SO)
Library Censorship (1985) (ED 264 165) (SO)
The Nature of Economic Literacy (1987) (ED 018 522) (SO)
The Nature of Geographic Literacy (1986) (ED 277 601) (SO)
Peace and Nuclear War (1985) (ED 264 163) (SO)
Science-Related Social Issues: Challenges for the Social Studies (1984) (ED 253 467) (SO)
Sex Equity in Computer Education: Concerns for Social Studies (1984) (ED 253 466) (SO)
The Social Studies and "A Nation at Risk" (1984) (ED 253 464) (SO)
Social Studies Research: Theory into Practice (1985) (ED 268 064) (SO)
Strengthening High School World Studies Courses (1985) (ED 264 166) (SO)

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Teaching About Africa (1986) (ED 278 602) (SO)
Teaching About Aging (1984) (SO)
Teaching About Controversial Issues (1983) (ED 253 461) (SO)
Teaching About Ethnic Diversity (1986) (ED 273 539) (SO)
Teaching About Japan (1987) (SO 018 090) (SO)
Teaching About the Soviet Union (1987) (SO 018 423) (SO)
Teaching About the United States Constitution (1984) (ED 253 463) (SO)

Teacher Education (SP) (29)

Accreditation (1986) (ED 273 608) (SP)
Aerobic Dance and Exercise Programs (1985) (SP)
AIDS: Are Children at Risk? (1986) (ED 279 643) (SP)
Alternative Certification for Teachers (1986) (ED 266 137) (SP)
Careers in Commercial and Private Recreation (1983) (ED 248 238) (SP)
The Case for Physical Education (1983) (ED 248 240) (SP)
Components of Teacher Induction Programs (1986) (ED 269 407) (SP)
Current Developments in Teacher Induction Programs (1986) (ED 269 406) (SP)
Data Needs on Teacher Supply and Demand (1986) (ED 269 408) (SP)
Drug Abuse: Prevention Strategies for School (1986) (ED 279 644) (SP)
The Effects of Corporate Involvement in Education (1984) (ED 298 292) (SP)
Emergency Teacher Certification (1984) (ED 248 244) (SP)
Evaluation of Student Teachers (1986) (ED 278 658) (SP)
The Evaluation of Teachers (1986) (ED 278 657) (SP)
The Importance of the Educational Resources Information Center for Health and Physical Education Teacher Candidates (1986) (ED 277 654) (SP)
The Importance of the Educational Resources Information Center for Teacher Candidates (1986) (ED 277 655) (SP)
Merit Pay (1983) (ED 248 241) (SP)
Misassignment of Teachers in the Public Schools (1986) (ED 279 634) (SP)
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings (1985) (ED 256 725) (SP)
The Quality of Students in Teacher Education (1982) (SP)
School Health Education (1986) (ED 269 375) (SP)
Successful ERIC Searching for HPRD Professionals and Students (1987) (ED 279 646) (SP)
The Teacher as Decision Maker (1983) (ED 248 239) (SP)
Teacher Certification (1986) (ED 277 685) (SP)
Teacher Educators: What Do We Know? (1986) (ED 279 642) (SP)
Teacher Mentoring (1986) (ED 271 477) (SP)
Teacher Wellness Programs (1985) (SP)
Wellness: A Balanced Lifestyle (1986) (ED 269 376) (SP)
What First Year Teachers Need to Know (1984) (ED 248 243) (SP)

Tests, Measurement, and Evaluation (TM) (14)

Alternatives to Standardized Tests (1985) (TM 870 605) (TM)
Coaching for Tests (1983) (TM 870 606) (TM)
Computerized Adaptive Testing (1983) (TM 870 607) (TM)
Evaluating Criterion-Referenced Tests (1987) (TM 870 496) (TM)
Finding Information About Tests (1984) (TM 870 608) (TM)
Legal Issues in Minimum Competency Testing (1985) (TM 870 609) (TM)
Legal Issues in Testing (1985) (TM 870 610) (TM)
Measurement Implications of "A Nation At Risk" (1985) (TM 870 611) (TM)
Measuring Teacher Attitudes Toward Mainstreaming (1985) (TM 870 612) (TM)
Minimum Competency Testing (1986) (TM 870 495) (TM)
Minimum Competency Testing and the Handicapped (1983) (TM 870 613) (TM)
Student Evaluation of Teacher Performance (1984) (TM 870 614) (TM)
Teacher Competency Testing (1983) (TM 870 615) (TM)
Trends in Integrating Teaching and Testing (1987) (TM 870 576) (TM)

Urban Education (UD) (38)

Alternative Schools--Some Answers and Questions (1981) (ED 212 742) (UD)
Burnout in Schools and Other Human Service Institutions (1981) (ED 209 407 (UD)
A Closer Look at Children in Single-Parent Families (1984) (ED 254 587) (UD)
Complying with Title IX Regulations (1981) (ED 209 407) (UD)
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Counseling in a Multicultural Educational Setting (1982) (ED 219 485) (UD)
Creating Racial Integration in a Desegregated Magnet School (1986) (ED 269 518) (UD)
Desegregation as an Equal Opportunity Strategy for Hispanics (1982) (ED 219 485) (UD)
Developing Non-Biased Criteria for Mainstreaming Minority Students (1982) (ED 219 485) (UD)
Helping Hispanic Students to Complete High School and Enter College (1984) (ED 252 637) (UD)
Helping Minority Students with Nontraditional Skills Enter and Complete College (1983) (ED 234 104) (UD)
The High-Risk Secondary Student and Experiential, Competency-Based Education (1982) (ED 219 485) (UD)
Hispanics and Employment (1983) (ED 234 102) (UD)
How to Make School Desegregation Work--Some Advice from the Research (1981) (ED 209 407) (UD)
Improving Schooling to Reduce Teenage Pregnancy (1985) (ED 269 517) (UD)
Improving the Mathematics Skills of Low Achievers (1983) (ED 237 584) (UD)
Increasing Minority Participation in the Teaching Profession (1986) (ED 270 527) (UD)
Increasing Science Achievement for Disadvantaged Students (1985) (ED 253 623) (UD)
Instructionally Effective Schools (1981) (ED 209 407) UD)
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  2 Search for Digests by Menu Categories
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  5 User Notespace
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and Early Childhood Education
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Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 486-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
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College of Education
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The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 423-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Languages and language sciences: theoretical and applied linguistics, all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on *Reading and Communication Skills* (CS)
Indiana University
2805 East 10th St., Smith Research Ctr.
Bloomington, Indiana 47405-2373
Telephone: (812) 335-5847

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
New Mexico State University
Computer Center (Room 218), Stewart Street
Department 3AP, Box 30001
Las Cruces, New Mexico 88003-0001
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405-2373
Telephone: (812) 335-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
1055 Thomas Jefferson St., NW
Washington, DC 20007-3893
Telephone: (202) 342-5060

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urb[illegible] areas and the education of particular racial/ethnic minority children [illegible] youth in various settings — local, national, and international; the the[illegible] and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

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